

# Fall 2026-Summer 2027 Course Catalog



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United States Department of Agriculture  
National Institute of Food and Agriculture

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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 Indian 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 four 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**

### **SCTC 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 expanding educational opportunities in a nurturing environment that embraces and integrates the cultural uniqueness of the Anishinaabek.

### **Mission**

Saginaw Chippewa Tribal College is a tribally controlled land grant institution that reflects and promotes the unique culture of the Anishinaabek Community, designed with educational excellence to empower learners to reach their educational goals.

## **Values**

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

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

## **Student Learning Outcomes Assessment**

Student learning outcomes (SLOs) are the knowledge, skills, and competencies students will possess as a result of completing Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs). PLOs are the expectations that guide faculty in the development of courses to maintain consistent standards with the ILOs of communication, critical thinking, and cultural awareness and appreciation. Faculty are responsible for designing measurement tools to assess students' acquired skills. This assessment will serve as a basis for continuous academic improvement and SCTC's commitment to student success.

## **Institutional Learning Outcomes**

### **Communication**

Communicate clearly and effectively through listening, speaking, writing, reading, and/or other modes of communication.

### **Critical Thinking**

Gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions

### **Cultural Awareness & Appreciation**

Demonstrate awareness and appreciation for diverse perspectives through inquiry of cultural, political, social, and environmental issues comparing and contrasting global views with the Anishinaabe culture.

## **Target Student Populations**

Saginaw Chippewa Tribal College's target student populations include:

- Saginaw Chippewa Indian Tribal members and their descendants
- American Indians
- Employees of the Saginaw Chippewa Indian Tribe and related enterprises
- 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.

## Philosophy Statement

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 Ojibwe 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 South LaSalle Street Suite 7-500, Chicago, Illinois 60604-1413; Tel. 800.621-7440).

## 1994 Land-Grant Institution

Saginaw Chippewa Tribal College is one of four 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)
- National Association of Student Financial Aid Administrators (NASFAA)

## 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.

## 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, 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 Title IX Coordinator.

## 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

### Non Discrimination Statement

Saginaw Chippewa Tribal College (SCTC) and its Board of Regents is committed to providing a non-discriminatory and harassment-free educational and working environment for all members of the Saginaw Chippewa Tribal community, including students, faculty, administrators, staff, and visitors. It is the policy of SCTC that no person shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination, including harassment, in employment and admissions, in education, or in any program or activity for which the College is responsible, on the basis of race, color, national origin, ancestry, sex, gender, gender identification, sexual orientation, disability, age, religion, medical condition, veteran status, marital status or any other characteristic protected by institutional policy or tribal or federal law.

### Saginaw Chippewa Tribal College Civil Rights Coordinator

Mary Pelcher, Dean of Academics

5805 East Pickard Street

Mount Pleasant, MI 48858

989-317-4760 Ext. 265

[mapelcher@sagchip.edu](mailto:mapelcher@sagchip.edu)

## 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 the Dean of Students to receive reasonable accommodation.

## Campus Security Policy and 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 Campus Safety and Security Survey is available on the SCTC website at [www.sagchip.edu](http://www.sagchip.edu). To receive a printed copy of the report that contains this information, please go to the Office of the Dean of Research. To request a copy be mailed to you, please call (989) 317-4760.

The website contains 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 Dean of Research's Office.

<b>CRIME STATISTICS</b>			
August 31, 2025			
The "Campus Awareness and Campus Security Act of 1990" requires Colleges to publish reports for criminal offenses. The following table indicates the number of serious crimes reported for a three-year period.			
<b>CRIME</b>	<b>NUMBER REPORTED</b>		
<u>On campus</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>
Murder	0	0	0
Rape	0	0	0
Robbery	0	0	0
Auto Theft	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Larceny	0	0	0
Destruction of Property	0	0	0
Hit and Run PDA	0	0	0
<b>VAWA Offenses</b>	<b>NUMBER REPORTED</b>		
<u>Public Property</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>
Stalking	0	0	0
<b>CRIME</b>	<b>NUMBER OF ARRESTS</b>		
<u>On Campus</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>
Liquor Law Violations	0	0	0
Drug Abuse Violations	0	0	0
Weapons Possessions	0	0	0
<b>VAWA Offenses</b>	<b>NUMBER OF ARRESTS</b>		
<u>Public Property</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>
Total Unfounded Crimes	0	0	0

## Crime Reporting and Emergency Procedures

In order to facilitate a comprehensive and accurate annual report and to aid in providing timely warning notices, the Saginaw Chippewa Tribal College encourages all students, staff, faculty, and guests to report all crimes and public safety issues promptly to Administration. If there is an immediate need for assistance, please dial 911 or the Saginaw Chippewa Tribal Police at 775-4701.

## Student Right-To-Know Act (PL 101-542)

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](http://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/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. Cancellation notices will be sent to Students via [sagchip.edu](http://sagchip.edu) email and will be posted to SCTC's Schoology and Facebook page. 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 will be sent the day of the cancellation via [sagchip.edu](http://sagchip.edu) email accounts.

## Smoking Policy

Commercial tobacco/smokeless tobacco and electronic cigarette usage is prohibited in all campus properties including all buildings and college vehicles. Commercial tobacco is defined as tobacco products such as cigarettes, and not the sacred and indigenous uses of tobacco practiced by Native American communities. This Tobacco-Free Policy will in no way prohibit the use of traditional/ceremonial/sacred use of tobacco or infringe in any manner on any tobacco cultivation or harvesting for spiritual and ceremonial use.

## Fire and Safety Procedures

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

## Vaccination Policy

SCTC does not require vaccinations for enrollment. However, we do recommend that enrolling students follow the guidelines prescribed by the Centers for Disease Control (CDC). [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines)

# **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, religion, creed, color, national origin, sex, age, height, weight, marital status, veteran status, disability, sexual orientation, gender identity, gender expression, or familial status. 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 Admission Form (available online and 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. SCTC applicants/students are required to provide the following forms and documents:

- An Admission Form.
- Proof of graduation from an accredited high school, 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

***Students with an incomplete file must provide all applicable documentation no later than the conclusion of the first two weeks of classes.***

***Students who fail to provide the required documentation may be subject to disciplinary action.***

## **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. Formal transfer credit evaluations will not take place until official transcripts are received.

## **Transfer Credits/Courses**

Courses completed at regionally accredited institutions are accepted for Associate Degrees. Transfer credit is generally 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. In cases of courses not deemed equivalent, a student may request review by the appropriate program department chair. It is the student’s responsibility to provide all documentation requested by the department

chair, and the department chair’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 30 semester hours of academic transfer credit is accepted from accredited institutions.
- Students are required to earn eighteen (18) of their program degree credits at SCTC.

## **Advanced Placement (AP) Credit**

College course credit will be granted as transfer credit to high school students who participate in the Advanced Placement (AP) Program and pass the Advanced Placement examinations with a score of 3, 4, or 5. Only AP courses approved by the Registrar with the respective SCTC Department Chair may be accepted for transfer credit. Advanced Placement exam scores must be sent directly to the Registrar to be evaluated for transfer credit.

## **Admission Classification**

Depending upon their educational needs and qualifications, students are given regular, special, or dual-enrollment admission 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 enrolled without a GED or high school diploma will be limited to no more than 12 college-level credits and must enroll in a GED completion program before the end of their initial semester.

### **Dual Enrollment**

High school students, enrolled in grades 9 through 12, who have written approval from a parent or legal guardian, high school counselor, and the Dean of Students, may enroll as “Dual-Enrolled” students. Dual enrolled students can register for a maximum of six semester hours of college credit per semester. –The courses completed by dual-enrolled students will be counted for college credit, or toward a degree, after high school graduation or completion of GED. Acceptance of dual-enrollment credit will be at the discretion of the transfer institution. Parents/guardians of dual-enrolled students are

responsible for tuition, fees, and any material costs (books, supplies, etc.) associated with enrollment. ([See Cost of Attendance table on Page 11](#)).

### Course Registration

Registration is the process of enrolling for a course(s) offered on the course schedule. The course schedule will be available in the SCTC administrative office and published on the college's website ([www.sagchip.edu](http://www.sagchip.edu)). The student must submit a completed registration form to the Registrar or online by the deadline specified on the academic calendar.

The academic calendar of the Saginaw Chippewa Tribal College includes a fall and spring semester with summer courses upon availability.

One semester credit hour equals 15 contact hours of instruction. Students should expect to spend two hours outside of class weekly for each credit hour in order to prepare for classes and complete assignments.

### Testing and Course Placement Policy

SCTC has developed this policy statement regarding placement testing and required course enrollment:

- 1) Incoming students are required to complete placement testing before entering math and English courses.
  - a) Students placing in developmental reading and writing on the WritePlacer® test will be required to enroll into ENG 101 with a co-requisite of ENG 010.
  - b) Students placing into developmental mathematics will be required to complete one or more of the following courses dependent on their placement score:
    - i) MTH 120 with a co-requisite of MTH 012, or
    - ii) MTH 230 with a co-requisite of MTH 023.
- 2) An official transcript from an accredited higher education institution and/or secondary education institution showing prior coursework may be considered in lieu of placement testing.

### Enrollment Status

A full-time student is enrolled in twelve (12) or more credit hours per semester. A three-quarter time student is enrolled in nine (9) to eleven (11) credit hours per semester. A half-time student is enrolled in six (6) to eight (8) credit hours per semester. A less than half-time student is enrolled in one (1) to five (5) credit hours per semester.

### Class Standing

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

Class Standing	Credit Hours Earned
First Year	0 to 29
Second Year	30 to 64

### Auditing a course

Students are permitted to audit a course during the registration period. Approval by the Dean of Students is required. Audit students are expected to observe all course regulations and tuition/fee schedules. 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.

([See Cost of Attendance table on Page 11](#)).

### Attendance

Students are expected to attend all classes for which they are registered. For financial aid purposes, instructors are required to report the first two weeks of attendance to the Financial Aid Office. Prolonged absence from class may result in a loss of financial aid and can result in a reduction of grade. Student travel may have an effect on attendance requirements. Students must comply with the Student Travel Policy as cited in the Student Handbook.

### 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.

#### Course Substitution Request

If a student would like to request a course substitution, within the degree program requirements, then the student must make a formal request to the program chair. A clear, rational explanation for the substitution must be provided (e.g. the course falls within the program major area of study (e.g. business), and/or a required course is not available to complete before graduation). The request must be submitted for review to the Faculty Chair of the degree program, the Faculty Chair's decision is final.

#### 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 Academics.

#### Instructor-Initiated Drop

Students who do not report to class during the initial two weeks of the semester may be dropped from the course by the instructor. A complete description of the Instructor-Initiated Drop is available in the Student Handbook.

# **Financial Aid 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 applying for federal financial aid must complete a Free Application for Federal Student Aid (FAFSA). Applications are available at [studentaid.gov](http://studentaid.gov). When completing the FAFSA, applications must list SCTC as a college they plan to attend. SCTC's school code is 037723.

## **General Eligibility**

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 have the recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state sanctioned test or diploma-equivalency certificate;
4. Have completed homeschooling at the secondary level as defined by state law;
5. Have completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education;
6. Must meet satisfactory academic progress (SAP) standards (see below);
7. Meet enrollment status requirements;
8. Be a U.S. citizen or an eligible non-citizen;
9. Sign a Statement of Educational Purpose;
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.
14. Be enrolled in courses for signed/designated program.
15. Provide consent and approval to have FTI transferred directly to FAFSA.

***If you have been paid 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.***

## **Satisfactory Academic Progress Policy**

Students must maintain Satisfactory Academic Progress (SAP) 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.

## **Satisfactory Academic Progress (SAP)**

### **1. Qualitative Standards**

Financial aid Satisfactory Academic Progress is defined as:

- a) Students must maintain a minimum cumulative GPA of 2.0 at the end of the academic semester.
- b) Students must satisfactorily complete two-thirds (67%) 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 one Associate degree before termination of federal financial aid at Saginaw Chippewa Tribal College.**

### **2. Quantitative Standards**

Maximum Total Hours Attempted Allowed for Earning a Degree:

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: 64 credits required for signed degree x 150% = 96 credit hours a student may attempt while working on this 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 for financial aid purposes;
- 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 for quantitative standards;**
- 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 recently earned grade will be counted when calculating grade point average;
- b) Federal regulation stipulates 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 and return after non-attendance are considered to be on financial aid warning when they return.

#### 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 either or both of these requirements, in the next semester of enrollment, immediately loses federal financial aid eligibility and is considered to be on **financial aid suspension**. Eligibility is re-established after the student improves their scholastic record to meet the minimum standards.

#### Financial Aid Suspension

A student will be placed on financial aid suspension if he/she fails to meet the Student Academic Progress requirements in the semester following the financial aid warning.

#### Financial Aid Appeal

Under special circumstances (such 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 a 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.**

#### Professional Judgment

We, at SCTC understand, the FAFSA may not capture an accurate reflection of the student's family situation. Since the FAFSA uses tax information from two years prior, the financial information provided may not accurately reflect your family's current financial standing. Also, a student may not be able to provide parent information for a variety of reasons. As a result, students can request for the Financial Aid Office to review student's current financial/familial situations on a case by case basis.

#### Special Circumstances

Special circumstances refer to the financial situations (loss of a job, etc.) that justify an aid administrator adjusting data elements in the [COA](#) or in the Student Aid Index (SAI) calculation. Students can request a professional judgment by completed for special circumstances. After reviewing the documentation and student's situation, if the Financial Aid Office determines if there has been a significant change to the student's financial situation, adjustments will be made to either the student's [Cost of Attendance](#) or the Student Aid Index. \*Please note, there are limitations to special circumstance reviews. The following circumstances will not be considered for review:

- Personal/credit card debt
- Mortgage expenses
- Car payments
- Changes in seasonal employment
- Discretionary expenses
- Unwillingness to contribute to educational expenses

The Financial Aid Office can review based on the following circumstances:

- Withdrawal of retirement funds for emergency purposes
- Job loss or significant reduction in income
- Loss of child support
- Separation or divorce of parents
- Death of a parent/spouse

**Unusual Circumstances**

Unusual circumstances refer to the conditions that justify an aid administrator making an adjustment to a student’s dependency status based on a unique situation (e.g., human trafficking, refugee or asylee status, parental abandonment, incarceration), more commonly referred to as a dependency override. Students in these situations will most likely not be able to provide parent information on the FAFSA. Students who think they qualify for an unusual circumstance appeal, should contact the Financial Aid Officer to work through this process.

If you meet any of the above situations, please contact the Financial Aid Office at [financialaid@sagchip.edu](mailto:financialaid@sagchip.edu) or 989-317-4816. The Financial Aid Officer will consult with the student about the necessary documentation.

**Academic Dismissal**

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

**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**

**Tuition (000-200 level):** \$75.00 USD per credit hour

**Tuition (000-200 level online):** \$80.00 USD per credit hour

**Student Fees:** ..... \$45.00 USD per credit hour

**Application Fee:** ..... \$25.00 USD (for new students)

**Course Fee:** 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.

**Commencement Fee:** \$75.00 USD

**Cost of Attendance**

The Cost of Attendance is an estimate of how much it will cost a student to attend SCTC, including all expenses. For the 2026-27 academic year, the Cost of Attendance is listed below. The table breaks down costs depending on the student’s enrollment level. Any questions or concerns, should be directed to the Financial Aid Officer.

**Independent Student Cost of Attendance\*\* \*\*\***

Costs	Full-time (13 credits)	3/4-time (11 credits)	1/2-time (8 credits)	LHT (5 credits)*
Tuition	1,950	1,650	1,200	750
Fees	1,170	990	720	450
Course Materials, Supplies, and Equipment	340	255	170	85
Transportation	1,870	1,582	1,150	719
Personal Expenses	2,400	2,030	1,477	0
Food and Housing	13,500	10,125	7,677	5,670
<b>Total</b>	<b>\$21,230</b>	<b>\$16,632</b>	<b>\$12,394</b>	<b>\$7,674</b>

**Dependent Student Cost of Attendance \*\* \*\*\***

Costs	Full-time (13 credits)	3/4-time (11 credits)	1/2-time (8 credits)	LHT (5 credits)*
Tuition	1,950	1,650	1,200	750
Fees	1,170	990	720	450
Course Materials, Supplies, and Equipment	340	255	170	85
Transportation	1,870	1,582	1,150	719
Personal Expenses	2,400	2,030	1,477	0
Food and Housing	7,000	5,250	3,500	2,940
<b>Total</b>	<b>\$14,730</b>	<b>\$11,757</b>	<b>\$8,217</b>	<b>\$4,944</b>

\*Note: LHT (Less Than Half-Time) calculations are based on the non-tuition components from the SCTC Financial Aid Manual adjusted for the \$75/credit tuition rate.

\*\*Books will be provided to students in efforts to support and increase student success.

\*\*\*Students are able to request/appeal to have the following additional costs considered for their Cost of Attendance:

- Personal Computer
- Dependent care costs
- Disability-related costs

**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, Lumina Angel Fund, and Futures for Frontliners.

**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 Student Aid Index (SAI); the [cost of attendance](#) (as determined by the institution); the student's credit hour enrollment 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.

## Emergency Aid Funding

In partnership with Great Lakes Higher Education Corporation SCTC administers an Emergency Aid Program for students who encounter unforeseen financial emergencies. A complete policy for Emergency Aid Funding is available from the Dean of Students.

## 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 academic year, be enrolled in at least six credit hours, and have a 2.0 cumulative grade point average. For complete eligibility requirements, see the Financial Aid Officer.

## Michigan Indian Tuition Waiver

This program is for members of U.S. 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:

[Michigan Indian Tuition Waiver](#)

## Michigan Tuition Incentive Program

The Tuition Incentive Program (TIP) encourages eligible Medicaid recipients to complete high school by providing tuition assistance for college. 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. Award parameters are subject to legislative changes. For more information, visit: [Tuition Incentive Program \(michigan.gov\)](#).

## State-Based Aid

The State of Michigan has several different financial aid programs students may be eligible for. These programs

include, but are not limited to: Futures for Frontliners, and Michigan Achievement Scholarship. These programs are administered based on the state budget and policies and are not determined by SCTC. For more information regarding these programs and their eligibility, students should go to the website: [MI Student Aid \(michigan.gov\)](#)

## SCTC Scholarships

### President's List Scholarship:

- \$250 scholarship awarded to students who make the President's List.
  - Must be used the immediate subsequent semester.
  - Must be enrolled full-time.
  - Must have a signed Declared Degree form on file.
  - Automatic scholarship, student does not need to apply
- \*\*To make the President's List, a student must be enrolled full-time (12 credits or more) and earn a 4.0 GPA for the semester.

### Dean's List Award:

- \$50 gas card awarded to students who make the Dean's List.
  - Must have a signed Declared Degree form on file.
  - Automatic scholarship, student does not need to apply
- \*\*To make the Dean's List, a student must be enrolled full-time (12 credits or more) and earn a 3.5 to 3.99 GPA for the semester.

## 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 any employer will be accepted as payment for registration.

## 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

## Veteran's Benefits

Please refer to the Student Financial Aid Manual through the Financial Aid office.

## 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 student's 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: 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 begins the official withdrawal process or provides official notification to the school of his or her intent to withdraw, the date of the institution's determination that the student withdrew would be the date the student began the official withdrawal process or the date of the student's notification, whichever is later.
  - b) In the case of a 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 mid-term 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.

## Repayment

When a student withdraws, drops out, or is dismissed on or after the first day of class of a payment period, the institution will determine if the student received an overpayment of Title IV funds. The repayment will be processed through 60% of the semester.

1. A "repayment" is the difference between the amount of unearned Title IV aid and the amount the institution is required to return.
  - a) Amount of unearned Title IV - Amount the institution is required to return = REPAYMENT AMOUNT  
(Student repays 50% of this amount)
2. The date used to calculate the unearned amount is the same as that used to determine whether a refund is due.
3. The institution takes the following steps to contact students and recover repayments:
  - a) The Financial Aid Office notifies the student and the Business Office.
  - b) The Business Office bills the student.

## Federal Pell Grant

- A student who owes a repayment on a Federal Pell Grant remains Title IV eligible through forty-five (45) days if: 1) the student repays the overpayment in full within the forty-five (45) day timeframe; or 2) signs an agreement with the Business Office including terms allowing continued eligibility while in repayment.
- The Saginaw Chippewa Tribal College Business Office is responsible for tracking repayments owed and informing other institutional offices of status.
- To ensure students owing repayment do not receive additional Title IV assistance, the Financial Aid Office will maintain a listing of students who owe repayment to be monitored by the Business Office.
- If a student receives payments of the Federal Pell Grant and is owed money at the time of withdrawal and did not receive all of the funds earned, a post-withdrawal disbursement might be due. If the post-withdrawal disbursement includes loan funds, the student must notify SCTC that they wish to receive the loan funds. SCTC may automatically use all or a portion of post-withdrawal disbursement, including loan funds, if a student accepts them for current year tuition and fees.

- For all other school charges, the school needs permission to use the post-withdrawal disbursement. If permission is not granted, the funds will be offered to the student. However, it may be in the student’s best interest to allow SCTC to retain the funds to reduce debt.

Repayment and distribution policies will be disseminated to currently enrolled and prospective students in the SCTC Catalog and SCTC Student Handbook.

### Financial Holds

A financial hold is placed when a student has an outstanding account balance. SCTC will not issue a student’s grades, diploma, or official transcript to the student, employer, scholarship entity, or other educational institution until a payment arrangement has been reached or the account balance has been paid.

## Academic Procedures

### Credit Load

A full-time credit load is defined as twelve (12) or more credit hours per semester. A three-quarter time credit load is defined as nine (9) to eleven (11) credit hours per semester. A half-time credit load is defined as six (6) to eight (8) credit hours per semester. A less than half-time credit load is defined as one (1) to five (5) credit hours per semester.

### Credit Hour Policy

As a general policy for course credits, SCTC will assign similar number of credit hours as students have in weekly classroom contact.

For example: a course that meets three times per week for 50 minutes a session; twice a week for 80 minutes a session; or once a week for 170 minutes would be assigned three credits. This policy may be over-ruled by the Curriculum and Assessment Committee in response to specific needs and policy changes. All deviations from this general policy will be noted in the Curriculum Committee’s minutes and the Catalog and archived by the Dean of Academics.

### Grading Policy

The quality of the student’s work is reported to the Registrar’s Office. The following letter grades and grade points per credit are used to denote the quality of a student’s work:

A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+	*Credit earned	2.3
C	toward degree	2.0
C-	No credit earned	1.7
D+	Toward degree	1.3
D		1.0
D-		0.7
F		0.0

\* Only grades of “C” or better can be applied to any course counted towards degree fulfillment at SCTC.

**\*Beginning Fall 2020, any student registering for a course with a Pre-requisite must have passed the Pre-requisite course with a grade of C or better before they will be allowed to register for the course. A course only has a Pre-requisite if it assumes a minimum level of student knowledge/skill when they enter the course, because it is going to build on that knowledge/skill. A grade lower than C is not sufficient to demonstrate the assumed knowledge/skill.**

### How to Compute Your Grade Point Average (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), “W” (Withdrawal), and transfer credits are not computed in the GPA.

### Incomplete Grades

A grade of “Incomplete” (“I”) is a temporary designation. The intent and use of the “I” grade is not to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdrawing (“W”) from a class.

The following guidelines must be observed when assigning a grade of “I”: The “I” should be considered for extenuating circumstances only, such as circumstances beyond the control of the student 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 Contract for Grade of Incomplete Form documenting the assignment of an Incomplete Grade with the Dean of Students’ Office. Information on the form must include 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 Catalog. When a student completes requirements for the course, the instructor must submit a Grade Change Form to the Dean of Academics’ Office for processing and approval.

### Grade Reports

Final grade reports will be available to students via their student Empower account within seven (7) business days following the end of term.

## Grade Dispute

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.

## 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 timeframe 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 time-frame 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.

## Administrative Withdrawal

After the withdrawal period, a student with extenuating circumstances may withdraw from coursework with approval from the Dean of Students. A student requesting to utilize this exemption must make an appointment with the Dean of Students and will be expected to submit their request in writing and provide supporting documentation as instructed.

## Administrative Drop Policy

In accordance with College administrative procedures, students who are not participating and attending the course within the first two weeks of the semester, or are not complying with administrative requirements, or have conduct-related concerns may be subject to an administrative drop. This process is intended to ensure accurate enrollment and is carried out by the Registrar, in consultation with the instructor of record and the Dean of Students, following required notification and review procedures. A complete description of the Administrative Drop policy and process is available in the Student Handbook.

## Repeating Courses

A student may repeat a course whether it was previously passed or failed. The repeated course will be designated by an "R"; all grades will remain on the academic record. However, the most current grade is used in computing the grade point average and is counted toward degree completion.

## Honors

Each semester, the names of those full-time regular admission students who have completed 12 semester hours and have earned a grade point average of 3.5 or higher are published by SCTC. 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 honor cords at Commencement.

## Plagiarism Policy

SCTC Academic Integrity Policy: "The Seven Grandfather teachings are fundamental to a community of learners. Everyone at Saginaw Chippewa Tribal College is expected to uphold these teachings and represent themselves with integrity in their academic productions.

Faculty will provide students with instruction for the proper use of source material, expectations for collaboration, and proper test-taking procedures. Plagiarism detection software is available to all students via Schoology, and instructors may use software for both preventative education as well as assessment.

Violations of this policy include: plagiarism, cheating on tests or quizzes, assisting others with misrepresenting work, or falsifying documents. These violations can result in one or more of the following: failing the assignment, failing the course, or expulsion from Saginaw Chippewa Tribal College.

## Artificial Intelligence (AI) Policy Statement

The AI usage policy outlines the guidelines and expectations for usage of AI tools within SCTC. The goal is to foster an environment that encourages innovation while ensuring ethical practices and academic integrity. The [AI policy and procedures](#) was approved in June 2025 by the Curriculum and Assessment Committee and will be reviewed annually to ensure it reflects evolving technologies, educational best practices, and SCTC's commitment procedures to guide faculty and students in the acceptable use of artificial intelligence in the classroom.

## 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 no less than \$750 and no 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 website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## Academic Probation

A student whose cumulative grade point average (GPA) falls below a 2.0 on a 4.0 scale will be placed on academic probation. A student who remains on academic probation for more than one semester may be academically dismissed from the Saginaw Chippewa Tribal College. *Please see the Student Handbook for the complete policy and procedure on Academic At Risk/Academic Probation.*

## Graduation Requirements/Degree Conferral

Students must complete the following before graduating:

- Students must have a minimum cumulative GPA of 2.00.
- Earn at least a "C" or better in all courses used to fulfill degree requirements.
- Make up all failures and/or incompletes in required curricula.
- Earn at least 30 credit hours at SCTC.
- Earn 18 program degree credits (non-general education) at SCTC.
- Reconcile all financial obligations with SCTC.
- Submit graduation application for approval to the Dean of Students (see Application for Graduation policy below).
- Fulfill program requirements of Catalog indicated on the most recent Declaration of Degree form signed by the student and approved by the Registrar or Dean of Students.
- Must have high school diploma, official high school transcript, or GED certificate on file, and any official transcripts for any transfer credit.
- Students completing an additional SCTC degree must earn twenty-one (21) credits for each subsequent degree.

Students who meet all academic requirements before spring semester may apply to have their degree conferred before commencement if they so choose by filing a Conferral Application.

Acceptance of a Conferral Application is dependent upon:

- Fulfillment of all academic requirements.
- Completion and submission of a conferral application.
- Reconciliation of all financial obligations with SCTC.

Students who are eligible for conferral in fall or summer must wait until spring in order to participate in commencement. The May commencement is the ONLY commencement exercise for SCTC.

## Transcripts

Official transcripts for Saginaw Chippewa Tribal College students are available from the National Student Clearinghouse. [National Student Clearinghouse](#) SCTC will release transcripts upon electronic requests. Transcripts will not be released if the student has a financial hold. Transcripts are requested through [www.sagchip.edu](http://www.sagchip.edu).

## Application for Graduation

Students who are preparing to graduate must file an Application for Graduation with the Dean of Students. Graduation Applications are due on the last day of the fall semester (as indicated on the academic calendar). A non-refundable \$75.00 graduation fee will be assessed to the student's account when the application is approved by the Dean of Students.

## Commencement

The Saginaw Chippewa Tribal College holds a May commencement ceremony each academic year. Student participation in commencement and related events is encouraged.



## Student Services

The Saginaw Chippewa Tribal College provides 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 Students 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 Students to discuss degree options and arrange placement testing before registering for classes. Continuing students should meet with the Dean of Students 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. Students must Fulfill program requirements of catalog indicated on the most recent

Declaration of Degree form signed by the student and approved by the Registrar or Dean of Students.

Students considering a change in program are encouraged to meet with the Dean of Students. Students who have stopped out for a year or more must declare a new degree program under the current catalog.

## Instructional Materials

SCTC strives to make education affordable and will utilize Open Educational Resources (OER) whenever possible. Textbook information, including required and recommended materials, is made available to students in advance to support informed decision-making and cost transparency.

Textbook information is available [www.sagchip.edu](http://www.sagchip.edu).

## Student Support Resources

The Student Success Center SCTC Center provides academic assistance and resource materials to students.

## Library Services

The SCTC Library, one of the three Tribal Libraries, is located on campus and provides a collection of books and other materials related to the courses offered at the College, as well as internet access, study space, and academic database research. Students also have access to the holdings of all partner libraries participating in the Tribal Libraries shared catalog. The Michigan eLibrary (MeL) includes specialized resources, such as those in genealogy, health, business, test preparation, careers, and education, as well as many general resources that cover all subject areas and has resources for all ages. SCTC students may also use the Central Michigan University Park Library at 300 E. Preston Street, Mount Pleasant, MI 48858 (database access requires the user to be physically on-campus at the Park Library) and the Mid-Michigan College Libraries in both Mount Pleasant and Harrison. Students are also encouraged to use the Saginaw Chippewa Tribal Library, 5805 E. Pickard, Mount Pleasant, MI 48858.

## Student Success Coach

Students are advised to meet with a student success coach at least once per semester. The success coaches engage students in conversation to help them explore their passions, goals, and campus opportunities while empowering them to succeed at SCTC. During our meetings we co-create success plans, identify obstacles and support networks, help strategize solutions and next steps.

## 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 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 correct records that 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 Students 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 parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies;
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

SCTC may disclose, without consent, "directory" information, such as a student's name, address, telephone number, date 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

All students at SCTC have the right to:

- Academic freedom
- Freedom of religion and culture
- Privacy
- Free speech and assembly
- A safe and secure environment
- Humane and responsive treatment
- Freedom from unreasonable search and seizure
- Due process

### Student Responsibilities

All SCTC students have a responsibility to:

- Adhere to the SCTC Student Code of Conduct
- Complete all course assignments
- Submit accurate information
- Access and maintain a sagchip.edu email and Schoology account
- Be proactive in their own academic progress
- Resolve all legal obligations
- Reconcile all financial obligations

*Sex offenders must register with the State of Michigan Sex Offender Registry and the Saginaw Chippewa Indian Tribal Police Department.*

## SCTC Code of Conduct

The Student 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 Student Code of Conduct document is available at [www.sagchip.edu](http://www.sagchip.edu).

## The following behaviors are considered academic 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 or other college activities, including public-service function on or off campus.

## The following behaviors are considered non-academic misconduct:

- 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 that threatens or endangers the health or safety of any member of the college community.
- Intentionally damaging, destroying, or defacing 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, voicemail, telephone, or fax machine.
- Use of weapons or explosive devices, including, but not limited to: firecrackers, compressed air guns, pellet guns, BB guns, paint guns, and water guns.
- Sexual discrimination or sexual harassment.
- 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.
- Conduct that 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. Students can schedule an appointment at any time to discuss issues or concerns, both academic and non-academic in nature.

The Student Advocate facilitates the resolution of Student Code of Conduct violations. The Student Advocate will refer students who wish to file a written complaint against an instructor to speak to the Dean of Academics. The Dean will address the complaint according to college personnel policies and procedures.

## **Student Activities**

### **Student Senate**

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

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

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

### **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 37 Tribal Colleges and Universities throughout the nation. This is an excellent opportunity to network, participate in competitions, and, in general, broaden one's own collegiate experience.

### **STEAM Student Organization**

The Science, Technology, Engineering, Art, and Mathematics (STEAM) Student Organization is a Registered Student Organization (RSO) of the Saginaw Chippewa Tribal College. SCTC established the STEAM Student Organization to promote career interests in the above-mentioned areas. STEAM also helps SCTC students build leadership qualities and promotes civic duty. The STEAM club is governed by a President, Vice President, Secretary, and Treasurer and is open to all students.

For more information, call Kathleen Hart, STEAM Advisor at 989-317-4827 or email [khart@sagchip.edu](mailto:khart@sagchip.edu).



# Degree Programs



## ASSOCIATE DEGREES

The Saginaw Chippewa Tribal College (SCTC) offers courses in 16 week semester sessions, Fall and Spring (a summer session may be planned as needed). SCTC offers four degree programs, Liberal Arts, Anishinaabe and Indigenous Studies, Business and General Science. Each degree program consists of completing the General Education Requirements of 28 credit hours in addition to the *specific program requirements* of 31-35 credit hours. The Anishinaabe and Indigenous Studies program offers concentrations in Anishinaabemowin, History & Law, and Arts & Humanities to enable a student to focus on a specific area of interest. The Liberal Arts program offers a concentration in Education. The education concentration aligns with Central Michigan University's teacher education program to allow students a seamless transfer.

A student must earn 61 or more credit hours to obtain an associate degree. Each associate program is measured by their Program Learning Outcomes (PLO) and each course is measured by specific student learning outcomes (SLO) these measurements articulate the scope of academic programs' connection to SCTC's Mission, and enumerate the knowledge, skills and attitudes the ideal student graduating from an academic program will demonstrate.



## GENERAL EDUCATION REQUIREMENT

The mission of the General Education Program is to prepare students for a lifetime of important choices that lead to creative and productive lives and to responsible citizenship in society.

***Upon graduation from SCTC, our students will be able to:***

**COMMUNICATION**

- Communicate clearly and effectively through listening, speaking, writing, reading, and/or other modes of communication

**CRITICAL THINKING**

- Gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions

**CULTURAL AWARENESS & APPRECIATION**

- Demonstrate awareness and appreciation for diverse perspectives through inquiry of cultural, political, social, and environmental issues comparing and contrasting global views with the Anishinaabe culture

### GENERAL EDUCATION REQUIREMENTS (28 CREDIT HOURS)

All courses require a grade of "C" or better.

GENERAL EDUCATION REQUIREMENTS: 28 CREDIT HOURS	
<b>ENGLISH</b> (6 CREDITS)	<b>Required:</b> ENG 101 Composition I (3) <b>Required:</b> ENG 202 Composition II Research Writing WI (3)
<b>SCIENCE</b> (10 CREDITS) Credits must be earned from two different disciplines from the list below: <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Geology</li> <li>• Environmental Science</li> <li>• Physics, or</li> <li>• Astronomy</li> </ul>	<b>Required:</b> A combination of science courses equal to 10 credits: <ul style="list-style-type: none"> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• GEL 101 Introduction to Geology (5),</li> <li>• GEO 201 Weather &amp; Climate (5)</li> </ul>
<b>ANISHINAABE &amp; INDIGENOUS STUDIES</b> (6 CREDITS)	<b>Required:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>Required:</b> AIS 103 Survey of Anishinaabe & Indigenous Studies (3)
<b>MATH</b> (3 CREDITS)	<b>Required:</b> MTH 120 Quantitative Reasoning (3) <b>OR</b> , higher
<b>SOCIAL SCIENCE</b> (3 CREDITS)	<b>Required:</b> SDV 102 Foundations for Student Success (3)

## ASSOCIATE OF ARTS

### LIBERAL ARTS

The mission of the Liberal Arts Program is to prepare students in demonstrating competency in coursework across disciplines and ready them to transfer to a four-year degree program, acquire the necessary skills to enter the 21<sup>st</sup> century workforce, and/or assist him or her in becoming socially responsible citizens.

***Upon graduation from the Liberal Arts Program, SCTC students will be able to:***

**COMMUNICATION**

- Identify, evaluate, and effectively communicate various ideas across the liberal arts disciplines

**CRITICAL THINKING**

- Demonstrate critical thinking and analysis skills within subjects in the liberal arts disciplines

**CULTURAL AWARENESS & APPRECIATION**

- Recognize and acknowledge their civic responsibility within the community and larger society

### ASSOCIATE OF ARTS: LIBERAL ARTS (61 CREDIT HOURS)

Students must complete the Gen Ed requirements and the Liberal Arts requirements for a total of 61 credit hours or more.

GENERAL EDUCATION REQUIREMENTS: 28 CREDIT HOURS	
<b>ENGLISH</b> (6 CREDITS)	<b>Required:</b> ENG 101 Composition I (3) <b>Required:</b> ENG 202 Composition II Research Writing WI (3)
<b>SCIENCE</b> (10 CREDITS) <b>Courses must be from two different disciplines:</b> Biology, Chemistry, Geology, Environmental, Science, Physics, or Astronomy	<b>Required:</b> A combination of science courses equal to 10 credits: <ul style="list-style-type: none"> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• GEL 101 Introduction to Geology (5),</li> <li>• GEO 201 Weather &amp; Climate (5)</li> </ul>
<b>SOCIAL SCIENCE</b> (3 CREDITS)	<b>Required:</b> SDV 102 Foundations for Student Success (3)
<b>MATH</b> (3 CREDITS)	<b>Required:</b> MTH 120 Quantitative Reasoning (3) <b>OR</b> , higher
<b>ANISHINAABE &amp; INDIGENOUS STUDIES</b> (6 CREDITS)	<b>Required:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>Required:</b> AIS 103 Survey of Anishinaabe and Indigenous Studies (3)
LIBERAL ARTS REQUIREMENTS: 33 CREDIT HOURS	
REQUIRED (12 CREDITS)	ADDITIONAL REQUIREMENTS (21 CREDITS)
OJB 101 Ojibwe I (3) <b>OR</b> , SPN 101 Spanish (3)	History Elective (3)
ENG 110 Introduction to Communication (3) or ENG 125 Introduction to Children’s Literature (3) or ENG 150 Introduction to Literature (3)	Science Elective (3)
PSC 120 American Government (3)	Social Science Elective (3)
CPT 112 Introduction to Computers (3)	Humanities Elective (3)
	1 Elective (3) Any discipline (100 or 200 level)
	2 Electives (6) Any discipline (200 level)

\*The Liberal Arts History elective requirement may be satisfied by any History course or by any AIS history course (AIS 259, 260, or 261) that is not used to satisfy the same student’s General Education AIS requirement.

## ASSOCIATE OF ARTS

# LIBERAL ARTS – EDUCATION CONCENTRATION

The mission of the Liberal Arts Program is to prepare students in demonstrating competency in coursework across disciplines and ready them to transfer to a four-year degree program, acquire the necessary skills to enter the 21<sup>st</sup> century workforce, and/or assist him or her in becoming socially responsible citizens. A person who has earned an Associate degree in Liberal Arts | Education from SCTC may transfer all credits specified in the Central Michigan University (CMU) Teacher Education Transfer Credit Guide towards a Bachelor of Science in Education, Standard Certificate (Early Childhood and Elementary Education), Major in Teaching Grades PK-6 at CMU without duplicative study.

***Upon graduation from the Liberal Arts Program, SCTC students will be able to:***

**COMMUNICATION**

- Identify, evaluate, and effectively communicate various ideas across the liberal arts disciplines

**CRITICAL THINKING**

- Demonstrate critical thinking and analysis skills within subjects in the liberal arts disciplines

**CULTURAL AWARENESS & APPRECIATION**

- Recognize and acknowledge their civic responsibility within the community and larger society

### ASSOCIATE OF ARTS: LIBERAL ARTS | Education Concentration (63-65 CREDIT HOURS)

Students must complete the Gen Ed requirements and the Liberal Arts requirements for a total of 62 credit hours or more.

GENERAL EDUCATION REQUIREMENTS: 28 CREDIT HOURS	
<b>ENGLISH</b> (6 CREDITS)	<b>Required:</b> ENG 101 Composition I (3) <b>Required:</b> ENG 202 Composition II Research Writing WI (3)
<b>SCIENCE</b> (10 CREDITS) <b>Courses must be from two different disciplines:</b>	<b>Required:</b> <ul style="list-style-type: none"> <li>• BIO 105 Introduction to Biology &amp; BIO 105A Lab (5), <b>AND</b></li> <li>• GEL 101 Introduction to Geology (5)</li> </ul>
<b>SOCIAL SCIENCE</b> (3 CREDITS)	<b>Required:</b> SDV 102 Foundations for Student Success (3)
<b>MATH</b> (3 CREDITS)	<b>Required:</b> MTH 120 Quantitative Reasoning (3)
<b>ANISHINAABE &amp; INDIGENOUS STUDIES</b> (6 CREDITS)	<b>Required:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>AND</b> , <b>Required:</b> AIS 103 Survey of Anishinaabe & Indigenous Studies (3)
LIBERAL ARTS   EDUCATION CONCENTRATION REQUIREMENTS: 35-37 CREDIT HOURS	
REQUIRED (18-20 CREDITS)	ADDITIONAL REQUIREMENTS (17 CREDITS)
MTH 105 Intermediate Algebra (4), or MTH 135 College Algebra (3), or MTH 140 Pre-Calculus (4), or MTH 145 Calculus I (5)	HIS 110 Michigan History (3)
PSY 202 Human Development (3)	HIS 103 United States History: Pre-Civil War (3)
EDU 107 Exploring Education: Teaching as a Profession (3)	HIS 104 United States History: Post Civil War(3)
ENG 125 Introduction to Children’s Literature(3)	PHY 101 and PHY 101A Applied Physics & Lab (5)
MTH 150 The Teaching of Counting and Whole Numbers (3)	PSC 120 American Government (3)
ENG 110 Introduction to Communication (3)	

## ASSOCIATE OF ARTS

# ANISHINAABE AND INDIGENOUS STUDIES

The mission of the Anishinaabe & Indigenous Studies (AIS) program is to ground students in Anishinaabe(k) history, culture, and language through an intensive study of Anishinaabe(k) and other Indigenous peoples that reflects historical and contemporary perspectives. AIS program graduates will successfully transfer to a four-year institution and/or pursue community-focused careers.

In 2026, the Native American Studies (NAS) Program was renamed the *Anishinaabe and Indigenous Studies (AIS) Program* to reflect the central importance of the Anishinaabek and to honor our cultural, historical, and contemporary significance within the curriculum.

**Upon graduation from the Anishinaabe and Indigenous Studies Program, SCTC students will be able to:**

### COMMUNICATION

- Express and exchange ideas through written and oral communication

### CRITICAL THINKING

- Distinguish historical and contemporary issues in relation to Indigenous Peoples

### CULTURAL AWARENESS & APPRECIATION

- Integrate diverse cultural perspectives of the Anishinaabek in relation to other Indigenous Peoples
- Demonstrate an elementary proficiency in Anishinaabemowin

The Anishinaabe and Indigenous Studies Program has been redesigned into three concentration options: Anishinaabemowin (Ojibwe Language), History & Law, and Arts & Humanities. Students can follow a specific concentration track to focus their associate degree on a specific area of interest.

## GENERAL EDUCATION (GEN ED) REQUIREMENTS (28 CREDITS)

GENERAL EDUCATION REQUIREMENTS: 28 CREDIT HOURS	
<b>ENGLISH</b> (6 CREDITS)	<b>Required:</b> ENG 101 Composition I (3) <b>Required:</b> ENG 202 Composition II Research Writing WI (3)
<b>SCIENCE</b> (10 CREDITS) <b>Courses must be from two different disciplines:</b> Biology, Chemistry, Geology, Environmental, Science, Physics, or Astronomy	<b>Required:</b> A combination of science courses equal to 10 credits: <ul style="list-style-type: none"> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• GEL 101 Introduction to Geology (5),</li> <li>• GEO 201 Weather &amp; Climate (5)</li> </ul>
<b>SOCIAL SCIENCE</b> (3 CREDITS)	<b>Required:</b> SDV 102 Foundations for Student Success (3)
<b>MATH</b> (3 CREDITS)	<b>Required:</b> MTH 120 Quantitative Reasoning (3), <b>OR</b> higher
<b>ANISHINAABE &amp; INDIGENOUS STUDIES</b> (6 CREDITS)	<b>Required:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>Required:</b> AIS 103 Survey of Anishinaabe & Indigenous Studies (3)

Students must complete the Gen Ed requirements and a AIS Concentration requirement for a total of 61 credit hours or more.

## ANISHINAABE & INDIGENOUS STUDIES | ANISHINAABEMOWIN CONCENTRATION (61 CREDITS)

Students must complete the Gen Ed requirements and the Anishinaabemowin requirements for a total of 61 credit hours or more.

<b>AIS   ANISHINAABEMOWIN CONCENTRATION REQUIREMENTS (33 Credits)</b>	
PROGRAM LEARNING OUTCOMES: DEMONSTRATE AN ELEMENTARY PROFICIENCY IN ANISHINAABEMOWIN	
<b>REQUIRED (24 CREDITS)</b>	<b>ELECTIVES (9 CREDITS)</b> Choose two courses from below
CPT 112 Introduction to Computer Technology (3)	<ul style="list-style-type: none"> <li>Any AIS, ANT, SS or HUM course not already required in GEN ED or AIS Program.</li> </ul>
OJB 101 Ojibwe Language I (3)	
OJB 102 Ojibwe Language II (3)	
OJB 201 Ojibwe Language III (3)	
OJB 202 Ojibwe Language IV (3)	
AIS 219 Reclaiming and Revitalizing Anishinaabemowin (3)	
AIS 262 Contemporary Native American Issues (3)	
OJB 205-Anishinaabemowin Immersion (3)	

## ANISHINAABE & INDIGENOUS STUDIES | HISTORY & LAW CONCENTRATION (61 CREDITS)

Students must complete the Gen Ed requirements and the History & Law requirements for a total of 61 credit hours or more.

<b>AIS   HISTORY &amp; LAW CONCENTRATION REQUIREMENTS (33 Credits)</b>	
PROGRAM LEARNING OUTCOMES: REFRAME THE EFFECTS OF COLONIZATION THROUGH AN INDIGENOUS LENS	
<b>REQUIRED (21 CREDITS)</b>	<b>ELECTIVES (12 CREDITS)</b>
CPT 112 Introduction to Computer Technology (3)	<ul style="list-style-type: none"> <li>Any AIS, ANT, SS or HUM course not already required in GEN ED or AIS Program.</li> </ul>
OJB 101 Ojibwe Language I (3)	
AIS 138 Native American Law and Policy (3)	Student must take one course as a Gen Ed requirement, <b>AND</b> one course as a AIS program requirement
*AIS 259 Anishinaabe History: Beginnings to 1600 (3) <b>AND</b> , *AIS 260 Anishinaabe History: 1600 to Present (3)	
AIS 262 Contemporary Native American Issues (3)	
AIS 264 Globalization and its Effects upon Indigenous Peoples (3)	

## ANISHINAABE & INDIGENOUS STUDIES | ARTS & HUMANITIES CONCENTRATION (61 CREDITS)

Students must complete the Gen Ed requirements and the Arts & Humanities requirements for a total of 61

<b>AIS   ARTS &amp; HUMANITIES CONCENTRATION REQUIREMENTS (33 Credits)</b>	
PROGRAM LEARNING OUTCOMES: EXPRESS THE DIVERSITY OF INDIGENOUS EXPERIENCE THROUGH ARTISTIC CREATION	
<b>REQUIRED (21 CREDITS)</b>	<b>ELECTIVES (12 CREDITS)</b>
CPT 112 Introduction to Computer Technology (3)	<ul style="list-style-type: none"> <li>Any ART course</li> <li>Any AIS, ANT, SS or HUM course not already required in GEN ED or AIS Program.</li> </ul>
OJB 101 Ojibwe Language I (3)	
AIS 242 Topics in Native American Literature (3)	
AIS 252 Anishinaabe Art (3)	
AIS 254 Contemporary Native American Art (3)	
AIS 262 Contemporary Native American Issues (3)	
AIS 265 Indigenous Storytelling (3)	

## ASSOCIATE OF ARTS

### BUSINESS

The mission of the Business Program is to prepare our students for successful business related careers in all sectors and/or ready them to transfer to a four-year degree.

***Upon graduation from the Business Program, SCTC students will be able to:***

**COMMUNICATION**

- Exhibit professional skills in communication

**CRITICAL THINKING**

- Identify practical application of business principles to guide managerial decision-making

**CULTURAL AWARENESS & APPRECIATION**

- Display knowledge of Anishinaabe values within business settings

### ASSOCIATE OF ARTS: BUSINESS (61 CREDIT HOURS)

Students must complete the Gen Ed requirements and the Business requirements for a total of 62 credit hours or more.

GENERAL EDUCATION REQUIREMENTS: 28 CREDIT HOURS	
<b>ENGLISH</b> (6 CREDITS)	<b>Required:</b> ENG 101 Composition I (3) <b>Required:</b> ENG 202 Composition II Research Writing WI (3)
<b>SCIENCE</b> (10 CREDITS) <b>Courses must be from two different disciplines:</b> Biology, Chemistry, Geology, Environmental, Science, Physics, or Astronomy	<b>Required:</b> A combination of science courses equal to 10 credits: <ul style="list-style-type: none"> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• One course (3) with co-requisite laboratory requirement (2),</li> <li>• GEL 101 Introduction to Geology (5),</li> <li>• GEO 201 Weather &amp; Climate (5)</li> </ul>
<b>SOCIAL SCIENCE</b> (3 CREDITS)	<b>Required:</b> SDV 102 Foundations for Student Success (3)
<b>MATH</b> (3 CREDITS)	<b>Required:</b> MTH 230 Introduction to Statistics (3)
<b>ANISHINAABE &amp; INDIGENOUS STUDIES</b> (6 CREDITS)	<b>Required:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>Required:</b> AIS 103 Survey of Anishinaabe & Indigenous Studies (3)
BUSINESS REQUIREMENTS: 33 Credit Hours	
REQUIRED (27 CREDITS)	ADDITIONAL REQUIREMENTS (6 CREDITS) Choose two courses below
ACC 115 Financial Accounting (3)	BUS 130 Business Ethics (3)
ACC 216 Managerial Accounting (3)	BUS 201 Personal Finance (3)
BUS 110 Introduction to Business (3)	BUS 260 Human Resource Management (3)
BUS 150 Business Law (3)	BUS 291-299 Business Special Topics (3)
BUS 170 Principles of Management (3)	ECO 201 Principles of Macroeconomics (3)
BUS 200 Principles of Marketing (3)	MTH 217 Business Calculus (4)
BUS 215 Business Communication (3)	OJB 101 Ojibwe Language I (3)
CPT 112 Introduction to Computers (3)	One Elective (3)
ECO 202 Principles of Microeconomics (3)	

## ASSOCIATE OF SCIENCE

# GENERAL SCIENCE

The mission of the General Science Program is to prepare students with a strong foundation in science and mathematics, thereby allowing the student the opportunity to transfer to a four-year university in pursuit of a Bachelor's degree, enter into another college program, or obtain employment in a science related career.

***Upon graduation from the General Science Program, SCTC students will be able to:***

### COMMUNICATION

- Effectively communicate scientific content

### CRITICAL THINKING

- Gather information from resources appropriate to the scientific process
- Evaluate pertinent information to articulate a viewpoint
- Exercise a research plan or experiment

### CULTURAL AWARENESS & APPRECIATION

- Compare and contrast western and indigenous scientific perspectives

## ASSOCIATE OF SCIENCE: GENERAL SCIENCE (65 CREDIT HOURS)

Students must complete the Gen Ed requirements **and** the General Science requirements for a total of 64 credit hours or more. \*COURSE CREDIT THAT IS APPLIED TO THE GEN ED REQUIREMENTS CANNOT BE APPLIED TO THE GENERAL SCIENCE REQUIREMENTS.

GENERAL EDUCATION REQUIREMENTS: 28 CREDIT HOURS	
<b>ENGLISH</b> (6 CREDITS)	<b>Required:</b> ENG 101 Composition I (3) <b>Required:</b> ENG 202 Composition II Research Writing WI (3)
<b>SCIENCE</b> (10 CREDITS) <b>Courses must be from two different disciplines:</b> Biology, Chemistry, Geology, Environmental, Science, Physics, or Astronomy	<b>*Required:</b> A combination of science courses equal to 10 Credits <ul style="list-style-type: none"> <li>• two courses (6) with co-requisite laboratory requirement (4), <b>AND/OR</b></li> <li>• GEL 101 Introduction to Geology (5), <b>AND/OR</b></li> <li>• GEO 201 Weather &amp; Climate (5)</li> </ul>
<b>SOCIAL SCIENCE</b> (3 CREDITS)	<b>Required:</b> SDV 102 Foundations for Student Success (3)
<b>MATH</b> (3 CREDITS)	<b>Required:</b> MTH 230 Introduction to Statistics (3)
<b>ANISHINAABE &amp; INDIGENOUS STUDIES</b> (6 CREDITS)	<b>Required:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>Required:</b> AIS 103 Survey of Anishinaabe & Indigenous Studies (3)
GENERAL SCIENCE REQUIREMENTS: 37 CREDIT HOURS	
REQUIRED (37 CREDITS)	
CHM 105 Introduction to Chemistry (3)	MTH 105 Intermediate Algebra (4) <i>(or Science/Math elective if approved by appropriate instructor)</i>
CHM 105A Introduction to Chemistry Lab (2)	CPT 112 Introduction to Computers (3)
PHY 101 General Physics (3)	EVS 120 Environmental Science (3)
PHY 101A General Physics Laboratory (2)	EVS 120A Environmental Science Lab (2)
BIO 105 Introduction to Biology (3)	MTH 140 Pre-Calculus (4)
BIO 105 A Biology Laboratory (2)	Any Science or Social Science elective course (6)

## MICHIGAN TRANSFER AGREEMENT REQUIREMENTS

If you're unsure about which academic program to pursue or about which four-year college or university to transfer to, the Michigan Transfer Agreement is a place to start when selecting community college courses. The MTA requires a minimum of 30 semester hours of college-level credit which will fulfill most, if not all of the lower-division general education requirements at participating four-year colleges or universities. Below is the block of credits offered at Saginaw Chippewa Tribal College intended to meet the MTA requirements.

### MICHIGAN TRANSFER AGREEMENT (MTA) REQUIREMENTS (31 CREDIT HOURS)

EACH COURSE USED TO COMPLETE MTA REQUIREMENTS MUST BE COMPLETED WITH A GRADE OF 2.0 OR HIGHER.

SCTC/MTA REQUIREMENTS: 31 CREDIT HOURS	
MTA REQUIREMENTS	SAGINAW CHIPPEWA TRIBAL COLLEGE MTA REQUIREMENTS (31 CREDITS)
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>one course in <i>English Composition</i>, <b>and</b> <ul style="list-style-type: none"> <li>a second course in <i>English Composition</i>, <b>or</b></li> <li>one course in <i>Communication</i></li> </ul> </li> </ul>	<b>ENGLISH (6 CREDITS)</b> <b>Required:</b> ENG 101 Composition I (3), <b>and</b> <b>Suggested:</b> ENG 202 Composition II Research Writing WI (3), <b>OR</b> ENG 110 Introduction to Communication (3)
<b>MATH</b> <ul style="list-style-type: none"> <li>one course in <i>College Algebra, Statistics, or Quantitative Reasoning</i></li> </ul>	<b>MATH (3 CREDITS)</b> <b>Required:</b> MTH 120 Quantitative Reasoning (3) <b>OR</b> , higher
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Two courses in <i>Natural Science</i> including one with laboratory experience (credits must be earned from two different disciplines).</li> </ul>	<b>SCIENCE (10 CREDITS)</b> <b>Required:</b> A combination of science courses equal to 10 credits from the following disciplines: Biology, Chemistry, Geology, Environmental Science, Physics, or Astronomy. <ul style="list-style-type: none"> <li>two courses (6) with co-requisite laboratory requirement (4), <b>AND/OR</b></li> <li>GEL 101 Introduction to Geology (5), <b>AND/OR</b></li> <li>GEO 201 Weather &amp; Climate (5)</li> </ul>
<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>Two course in <i>Humanities or Fine Arts</i> from two different academic disciplines, studio and performance classes are not eligible.</li> </ul>	<b>HUMANITIES (6 CREDITS)</b> In consultation with an advisor <b>Suggested:</b> AIS 259 Anishinaabe History Beginning to 1600 (3) <b>OR</b> , AIS 260 Anishinaabe History 1600 to Present (3) <b>Suggested:</b> ENG 110 Introduction to Communication (3)
<b>SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>Two courses in <i>Social Sciences</i> (from two different academic disciplines)</li> </ul>	<b>SOCIAL SCIENCE (6 CREDITS)</b> In consultation with an advisor <b>Suggested:</b> AIS 262 Contemporary Native American Issues (3) <b>Suggested:</b> SDV 102 Foundations for Student Success (3)

- MTA General Education credits can be transferred as a block of 30 General Education credits at any participating institution in the State of Michigan.
- More information on Michigan Transfer Agreement can be found at [Michigan Transfer Network](#)
- Students should check with their transfer institution regarding particular policies that may affect transferability.



# Course Descriptions



## COURSE CODE INDEX

ACC	Accounting (Business)	EVS	Environmental Science (Science)
AIS	Anishinaabe and Indigenous Studies (Humanities or Social Science)	GEL	Geology (Science)
ANT	Anthropology (Social Science)	GEO	Geography (Social Science)
ART	Art (Humanities)	HIS	History (Humanities)
AST	Astronomy (Science)	HUM	Humanities (Humanities)
BIO	Biology (Science)	MTH	Mathematics (Mathematics)
BUS	Business (Business)	OJB	Ojibwe (Humanities)
CHM	Chemistry (Science)	PHL	Philosophy (Humanities)
CPT	Computer Technology (Computer Technology)	PHY	Physics (Science)
CS	College Studies (College Studies)	PSC	Political Science (Social Science)
ECO	Economics (Social Science)	PSY	Psychology (Social Science)
ENG	English (English, Humanities)	REL	Religion (Humanities)
EDU	Education (Education)	SOC	Sociology (Social Science)
		SPN	Spanish (Humanities)

## 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 Pre-requisite*

### Example:

Course Code	Course Title	Credit Hours	Course Description
↓	↓	↓	↓
<b>AIS 284</b>	<b>*WI- Native American Religion</b>	<b>(3)</b>	
<p>A study of Native American spirituality with a focus on balance in the four aspects of the human being: physical, mental, emotional, and spiritual. Incorporates human experimental relationships with all other forms of life and the natural world. Exploration of religious choice and other Native aspects including values, visions, dreams, meditation, renewal, spirits, and ceremonies. Pre-requisite: ENG 101 and NAS 103 (or instructor permission).</p>			

### Notes

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\*WI- Students will write a total of 5,000 words of finished writing. The written products must be distributed over a variety of assignments and through a single major assignment. Group authored documents may be part of writing intensive requirements, but each student must still meet the minimum word count.

\*ENG 202 WI advanced definition \*Students will write a total of 10,000 words of finished writing. The written products must be distributed over a variety of assignments and through a single major assignment. Group authored documents may be part of writing intensive requirements, but each student must still meet the minimum word count.”

## **ACCOUNTING (Business)**

### **ACC 115 Financial Accounting (3)**

Students will be able to complete the basic accounting cycle under the double-entry system of accounting and will be able to specifically apply such concepts to legal, medical, retail, and merchandising offices. The student will also be able to understand and prepare financial statements for various types of organizations.

### **ACC 216 Managerial Accounting (3)**

Students will study managerial decision making methods using accounting and financial information. Topics will include: cash flow, investments, corporation accounting, adjustments of accounts, and financial statements. Pre-requisite: ACC 115.

## **Anishinaabe and Indigenous Studies**

### **(Humanities; Social Science)**

### **AIS 103 Survey of Anishinaabe & Indigenous Studies (3) (HUM)**

Survey course designed to acquaint students with subjects that fall under Anishinaabe and Indigenous Studies. Students will examine these through the lens of Anishinaabe culture and worldview while becoming familiar with global Indigenous experiences and perspectives in areas such as language and cultural revitalization, federal and international laws and relationships, colonization, land rights, economic development, the impacts of globalization, environmental justice, and human rights. \*AIS 103 will meet the General Education requirement of NAS 263 for prior catalogs

### **AIS 138 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.

### **AIS 156 Traditional Anishinaabe Crafts (3) (HUM)**

An introductory studio course in the use of materials, motifs, and tools to develop traditional arts and crafts associated with the life and culture of the Anishinaabek from pre-European contact to present day. Includes understanding of processes for harvesting and treating natural materials for production of a variety of crafts (i.e. baskets, beadwork, pottery, clothing, and musical instruments, etc.).

### **AIS 204 History of Saginaw Chippewa Indian Tribe (3) (SS)**

This course explores the history of the Saginaw Chippewa Indian Tribe. Through oral and written histories, along with community knowledge keepers, students will cultivate an understanding of the historical experiences of the Saginaw Chippewa Tribal Community in relation to culture, language, treaties and treaty rights, education, sovereignty, and self-determination.

### **AIS 218 Native American Environmental Issues (3) (SS)**

Exploration of historical and contemporary Native American perspectives on the natural environment. Includes

perspectives on relations between humans and environmental elements as well as use of flora and fauna.

### **AIS 219 Reclaiming and Revitalizing Anishinaabemowin (3) (SS)**

This course explores Anishinaabemowin language revitalization in urban and reservation communities by examining the causes of language loss, issues that currently affect language revitalization efforts, and how different communities are engaging with language reclamation and revitalization. There will be a strong focus on the structure of Anishinaabemowin and its role as a carrier of culture and identity through the fields of linguistics, anthropology, and Native studies. Students will place local efforts to reclaim Anishinaabemowin within the larger global Indigenous movement to reclaim and revitalize language, culture, and identity.

### **AIS 242: Topics in Native American Literature (HUM)**

Examines the expectation and functions of narrative, poetry, and drama, and examines the ways in which the writing of Indigenous authors draws on, extends, and defies Western literary traditions. Analyzes literature through the critical lenses of colonization, society/culture, patriarchy, spirituality, feminism, Marxism, and other appropriate critical lenses. Topics for this course may include, Native American Women's Literature, Anishinaabe Literature, and The Trickster in Native American Literature.

### **AIS 252 Anishinaabe Art (3) (HUM)**

A survey course of Anishinaabe art from pre-European contact to present. Provides opportunities for discussion of distinctive motifs, themes, materials, and elements of Anishinaabe art. Also includes examination of function, design, and techniques of Anishinaabe artwork.

### **AIS 254 Contemporary Native American Art (3) (HUM)**

This course will define the critical issues surrounding contemporary Native American artists by examining their diverse forms of expression and how they relate to and impact society from the 20<sup>th</sup> century to today.

### **AIS 259 Anishinaabe History: Beginnings to 1600 (3) (HUM)**

This course explores the history of the Anishinaabek from the beginning to the 1600's. Through oral history and traditional knowledge, students will cultivate an understanding of the cultural developments of Anishinaabek peoples. Emphasis centers on seasonal subsistence, relationships to land and place, agriculture, architecture, technology, and society through time.

### **AIS 260 Anishinaabe History: 1600 to Present (3) (HUM)**

A survey course of Anishinaabe history from pre-European contact to present. This course explores past and contemporary history of the Ojibwe (Anishinaabe) people. Special emphasis will be on the Ojibwe of the Saginaw Chippewa Indian Tribe to familiarize student with the history of Indigenous people from this region. Students will examine historical antecedents and precedence while engaging in

critical thinking necessary to discover the rich background of the Ojibwe people.

### **AIS 261 Survey of Native American History (3) (HUM)**

This course explores the diversity of the Indigenous cultures of the Americas and their accomplishments. It will explore major historical and cultural developments through oral histories, archeology, agricultural development, traditional knowledge practices, language, social and religious traditions, and material culture. Pre-requisite: AIS 103.

### **AIS 262 Contemporary Native American Issues (3) (SS)**

This course includes an overview of national, state-wide, and local political, social, and cultural issues of interest and importance to contemporary Native Americans.

### **AIS 264 Globalization and its Effects upon Indigenous Peoples (3) (SS)**

This course educates students on 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.

### **AIS 265 Indigenous Storytelling (3) (HUM)**

An appreciation of Native American oral traditions will be emphasized and studied within the broader context of world mythologies. Students will learn how the art of storytelling is essential to understanding and experiencing “story” – and will research tribal storytelling traditions, display knowledge of Native American mythologies and demonstrate the “art” of storytelling.

### **AIS 266 Herbal Medicines (3) (HUM)**

This course is designed to introduce students to the field of herbal medicine with a focus on the fundamentals of Indigenous herbal medicine philosophy. Certain regard will be towards North American botanicals, their traditional Indigenous uses in medicine and ceremony, and the proper treatment of plants as determined by Indigenous ways of knowing. Reviews basic identification, pharmacognosy, preparation as medicine, appropriate use, and safety considerations, thereby allowing a working knowledge of and application for herbal medicine.

### **AIS 275 Modern Native American Resistance Movements (3) (SS)**

A survey of modern Native American resistance movements including the takeovers of Alcatraz, Wounded Knee, Oka, DAPL, and the rise and fall of the American Indian Movement (AIM). In addition, more peaceful aspects including influences and leadership of the modern academic warriors such as Vine Deloria Jr., Gerald Vizenor, and David Wilkins.

### **AIS 284 Native American Religion - WI (3) (HUM)**

A study of Native American spirituality with a focus on balance in the four aspects of the human being: physical, mental, emotional, and spiritual. Incorporates human experimental relationships with all other forms of life and the natural world. Exploration of religious choice and other Native aspects including values, visions, dreams, meditation, renewal, spirits,

and ceremonies. Pre-requisite: ENG 101 and AIS 103 (or instructor permission).

### **AIS 284 Native American Religion - WI advanced definition:**

“Students will write a total of 10,000 words of finished writing. The written products must be distributed over a variety of assignments and through a single major assignment. Group authored documents may be part of writing intensive requirements, but each student must still meet the minimum word count.”

### **AIS 290-298 Special Topics in Anishinaabe and Indigenous Studies (3) (HUM) or (SS)**

A course in selected issues in Anishinaabe and Indigenous Studies to be decided by Instructor.

## **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)**

This course examines the evolution of humans and non-human primates. Students will explore the human fossil record, and modern human variation through the theories and methods of genetics, linguistics, archeology, and the historical and contemporary analysis of human biology and culture.

### **ANT 290-299 Special Topics**

A course in selected issues in anthropology to be decided by instructor.

## **ART (Humanities)**

### **ART 110 Fundamentals of Drawing I (3)**

An introductory studio course with emphasis on observational and expressive forms of drawing. Students will work in a variety of mediums to explore technique, spatial relationships, and style. **Additional course fees may apply.**

### **ART 111 Beadwork I (3) (HUM, AIS)**

An introduction to the basic stitches, patterns, designs, and concepts needed for the completion of several beading projects. Students will also learn about Native American Beadwork and how the art of this medium has evolved throughout history, particularly in the Ojibwe culture.

**Additional course fees may apply.**

### **ART 112 Fundamentals of Drawing II (3)**

Drawing II is a concentration in experimental media, techniques, spatial relationships, and conceptual processes of drawing. This course fosters individual creativity and expression along with problem-solving skills. Course material provides an essential foundation in the medium including

visualization and definition of three dimensional forms. Pre-requisite: Art 110. **Additional course fees may apply.**

### **ART 115 Art Design (3)**

An introduction to form and its relation to a two dimensional surface. This course focuses on the principles of design, creative problem solving, and visual literacy. **Additional course fees may apply.**

### **ART 120 Painting I (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. **Additional course fees may apply.**

### **ART 132 Sculpture I (3)**

An exploration of processes and materials of sculpture, including carving, casting, fabrication, and assemblage. Emphasis on concepts of three dimensional form and space. Exploration of non-traditional materials and concepts. **Additional course fees may apply.**

### **ART 211 Beadwork II (3) (HUM, AIS)**

This course expands on ART 111 Beadwork I with more advanced knowledge and skill of stitches, patterns, designs, and concepts of Native American beadwork. Students will be introduced to other Tribal styles including those throughout the United States and Canada and will design and create their own original work. Pre-requisite: ART 111. **Additional course fees may apply.**

### **ART 220 Painting II (3)**

This course is a continuation of practices and principles learned in ART 120 Painting I. Opaque acrylics will be used with attention to form, color, and space. Emphasis is also placed on the evolutions of expression, interpretation, and openness. In an effort to prepare the student with a firm foundation for painting, this course studies traditional painting techniques. Historical movements, important developments, leading artists, and significant philosophies of painting will be explored. Pre-requisite: ART 120. **Additional course fees may apply.**

### **ART 232 Sculpture II (3)**

This course is a continuation of the exploration process, techniques, and creation of sculpture. Creative manipulation of three-dimensional form and space will be emphasized. This course will include additive sculpture and will stress subtractive sculpture. A continued examination of traditional and non-traditional materials and styles will be encouraged. Pre-requisite: ART 132. **Additional course fees may apply.**

## **ASTRONOMY (Science)**

### **AST 110 Introduction to Astronomy (3) (SCI)**

An introductory survey science course that covers astronomy in four separate units: our local sky, spectrology and telescopes, comparative planetology, and stellar properties. Students will also conduct research on the cosmologies of various indigenous cultures of North America, especially

Ojibwe constellations. AST 110 can be taken just as a 3-credit science course or concurrently with the AST 110A lab offering.

### **AST 110A Astronomy Laboratory (2) (SCI)**

Laboratory exercises will utilize planetary software, online simulator programs, and onsite tools such as telescopes, spectrometers, and working models to enhance the lecture material of Astronomy 110. This lab course can be taken concurrently with AST 110 but does not have to be if the student just needs a 3-credit science course.

### **AST 120 Archaeoastronomy (3) (SCI)**

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. Co-requisite: 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. Co-requisite: BIO 105.

## **BUSINESS (Business)**

### **BUS 110 Introduction to Business (3)**

This course will introduce business majors to a variety of business topics. Students who are considering business as a career will be learning about human resources and labor relations, governmental agencies and controls, Tribal enterprises and initiatives, production, marketing, and the like. Saginaw Chippewa Tribal business entities will be explored in this course.

### **BUS 130 Business Ethics (3)**

This course is designed to help create more ethical, inclusive, and life-enhancing business practices. Application of ethical principles to such business issues as labor relations, production, marketing, competition, and fair trade. These ethical principles are relationship-based and community oriented. Tribal wisdom and traditions will be used as the basis for identifying and solving ethical dilemmas.

**BUS 150 Business Law (3)**

Emphasis in this course will be on the origins and development of law and legal aspects of business relationships including the elements of torts and business crimes, contracts, employer-employee relationships, and modern labor legislation. Federal, Tribal, and State law and theory are incorporated.

**BUS 170 Principles of Management (3)**

This course is a study and analysis of the management process from a leader's perspective, with particular emphasis in the area of strategic human resources management. Focus is on the skills and knowledge needed to successfully run an organization (controlling, planning, organizing resources and leading the workforce) with implications for those newly promoted to supervisory and managerial positions within private, public, or federal sector organizations.

**BUS 200 Principles of Marketing (3)**

This course is a study of business activities involved in the distribution of goods and services from the producer to the consumer. Students will be introduced to the design of consumer orientated marketing strategies, understanding buyers and markets, what a target market is, as well as product distribution, promotion, and pricing decisions.

**BUS 201 Personal Finance (3)**

Personal finance is the study of the process known as financial planning. Students will learn practical methods and procedures in order to set and meet financial goals. Topics will include: purchasing insurance, financial planning for major life events, the use of financial services, taxation, retirement planning, and career and familial finance considerations.

**BUS 215 Business Communication (3)**

This course is designed to provide students with the components of communication as it relates to business. Methods covered will include written and oral communication, business writing design and strategies, report writing, and persuasive communication. Pre-requisite: CPT 112, ENG 101.

**BUS 260 Human Resource Management (3)**

This course further explores the practices of management including managerial skills, knowledge, and activities needed for a successful business operation. Topics covered include the global business environment, ethics and social responsibility, strategy, organizational culture, leadership, power and influence, conflict and negotiation, communication, motivate, team processes, and networking.

**BUS 270 Small Business and Entrepreneurship Mgmt. (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. Pre-requisite: BUS 110, BUS 150, BUS 170, BUS 200, BUS 215, MTH 230 and ENG 101.

**BUS 291-299 (Business Special Topics) (3)**

A course in selected Business topics to be decided by Instructor.

**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 Pre-requisite of upper level chemistry courses for students without high school chemistry. Co-requisite: 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. Co-requisite: CHM 105.

**CHM 280 Chemistry of Natural Water (3)**

This course is designed as a general-education investigation of the importance of water to the existence of life on Earth. We will examine a variety of interactions between humans and water, including both human impacts on water resources and the impact of water resources on human society. Topics will include water chemistry, water law, water diversions, water pollution, and challenges to water sustainability. The lectures will focus on basic chemistry, ecology, and the current practices used in water monitoring programs as well as focus on water quality analysis methods and reporting.

**CHM 290-299 Special Topics**

A course in selected Chemistry topics to be decided by Instructor.

**COMPUTER TECHNOLOGY****(Computer Technology)****CPT 112 Introduction to Computer Technology (3)**

This course serves as a general introduction to computer technology. Students will acquire a basic understanding of how computers process information through the integrated use of hardware and software. The main focus of this course is properly utilizing Microsoft Office as well as online software. Pre/Co-requisite: SDV 102.

**CPT 124 Introduction to Spreadsheets (3)**

Students will learn basic spreadsheet concepts using popular software applications. Emphasis is placed on creating formulas and graphs, functionality, and exporting data. Pre-requisite: CPT 112.

**CPT 125 Introduction to the Internet (3)**

This course is designed to assist students in continuing their knowledge of the World Wide Web (www.) including for current and future uses. Covered are a variety of topics including functionality, security, and applications. Pre-requisite: CPT 112.

### **CPT 146 Introduction to Database Management (3)**

The primary goal of this course is to learn principles and practices of database management and database design. Discussion includes relational database design, normalization, SQL queries, reports, and other interfaces to database data and documentation. Also covered are ethical and privacy issues associated with database systems. In-class instruction and exercises will focus on the fundamentals for creating sophisticated, interactive, and secure database applications. Pre-requisite: CPT 112.

### **CPT 201 Web Site Development & Design (3)**

This course will provide students with an overall understanding of the methods and techniques in developing and maintaining a simple to moderately complex web site. Students will be a member of a functioning web team who will plan, construct, and deploy a multi-layered web site. Pre-requisite: CPT 125.

### **CPT 215 Desktop Publishing (3)**

Students will explore various desktop publishing tools such as Photoshop, Illustrator, and InDesign and will understand the difference between a pixel-based and vector-based graphic and import and export graphics in multiple formats. Creating text and gradients, drawing and composing an illustration, transforming and distorting objects, incorporating color techniques along with other elements will be covered. Projects may include designing a logo, editing photographs for a brochure, and design and layout for a company newsletter. Pre-requisite: CPT 112.

### **CPT 290 - 299 Special Topics in Computer Technology**

A course in selected issues in computer technology to be decided by Instructor.

## **ECONOMICS (Social Science)**

### **ECO 201 Principles of Macroeconomics (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 Microeconomics (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.

## **EDUCATION (Liberal Arts, Education)**

### **EDU 107 Exploring Education: Teaching as a Profession (3)**

An introductory course to assist prospective educators with the opportunity to explore teaching, including ten hours of clinical experience outside of class time.

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

### **ENG 010 English Composition I Lab (2)**

This lab assists students who score below the minimum placement-testing requirements for ENG 101: Composition I. This is not a lecture course; rather, it is extra time on-task for students to ask questions, apply skills, draft essays, and practice grammar and mechanics. The lab content is supplemental to its corresponding college-level course; as such, students must be enrolled concurrently in ENG 101 to participate in this lab. Pre-requisites/Co-requisites: Students who score below the minimum placement-testing requirements must register for ENG 101: Composition I as a co-requisite to ENG 010: Composition I Lab. Grade of "C" or better in SDV 102 (or must be enrolled concurrently).

### **ENG 101 Composition I (3)**

This course introduces students to academic communication with an emphasis on the organization and development of written work for a variety of audiences and purposes. Topics include generating, synthesizing, and supporting ideas, creating concise prose from sentence to paragraph-level, active-reading strategies, and MLA conventions.

Pre-requisites/Co-requisites: Students who score below the minimum placement-testing requirements must register for ENG 010: Composition I Lab as a co-requisite to ENG 101: Composition I. Grade of "C" or better in SDV 102 (or must be enrolled concurrently).

### **ENG 110 Introduction to Communication**

In this course, students use theory to describe and evaluate their interpersonal, intrapersonal, group, and public speaking situations; public speaking is emphasized as students use a variety of channels to synthesize theory and practice as they demonstrate communication proficiency.

### **ENG 125 Introduction to Children's Literature (3)**

This is an intermediate level textual studies course which introduces and expands knowledge of literature for children and the primary and secondary audiences through close study of its genres, formats, and workings. Regard will be given to; the exploration of cultural plurality in American children's literature; the development of literacy and social emotional skills in child development through literature. Pre-requisite: ENG 101.

### **ENG 130 Public Speaking (3)**

This course will introduce students to organization, composition, and delivery of various types of speeches. Theory and practice in group dynamics, discussions, and critical thinking are also incorporated.

### **ENG 150 Introduction to Literature (3)**

This course will emphasize reading, group discussion, critical thinking, research, and composition to develop analyses of literary texts. Through the reading of various literary genres, which may include fiction, poetry, non-fiction, and/or drama, students learn appreciation, comprehension, and enjoyment of literary texts. Students will study a selection of texts from major literary movements, with emphasis on Western and

Native American canonical literature, in conjunction with the significant literary theories, close reading practices, and examples of critical literary debates. Pre-requisite: ENG 101.

### **ENG 202 Composition II Research Writing - WI (3)**

This course expands students' knowledge of composition and the writing process, with focus on rhetorical strategies, complex organization, and research. Students will develop their writing processes to include strategies for specific disciplines and modes of communications, with significant emphasis on drafting and revision. Students will learn how to evaluate sources for bias and relevance, integrate primary and secondary sources, synthesize source material, and document sources in both MLA and APA format. Prerequisite: ENG 101. Pre/Co-requisite: CPT 112.

**ENG 202 Composition II Research Writing - WI advanced definition:** "Students will write a total of 10,000 words of finished writing. The written products must be distributed over a variety of assignments and through a single major assignment. Group authored documents may be part of writing intensive requirements, but each student must still meet the minimum word count."

### **ENG 242 Creative Writing (3)**

This course is an introduction to writing non-fiction, poetry, and fiction. This is a workshop-based course in which students will continually compose, rework, and revise original imaginative works in several genres. Students will share their writings with classmates on a rotation throughout the semester. Workshop discussions will use common pedagogical strategies, focusing on constructive criticism and suggestions for revision. Students will also read, examine, and critique various styles and genres of creative writing through review of works of literature. Prerequisite: ENG 101.

### **ENG 290-299 Special Topics in Literature (3)**

A course in selected issues in literature to be decided by Instructor.

## **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. Co-requisite: 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. Co-requisite: EVS 120.

## **GEOGRAPHY (Science)**

### **GEO 101 Introduction to Geography (3) (SCI)**

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.

### **GEO 201 Weather & Climate (5) (SCI)**

A study of the nature of atmospheric processes, weather, and climate - why and how they vary over the surface of the earth. A wide variety of topics will be explored to gain an understanding of the science behind daily weather, climate and climate change, as well as current-events topics such as ice storms, heat waves, and global warming. **This course counts as a science course with lab.**

## **GEOLOGY (Science)**

### **GEL 100 Environmental Geology (3)**

This is an introductory course emphasizing the occurrence and distribution of geologic hazards (earthquakes, volcanoes, flooding, and slope failure) and geologic resources (soil, water, air, mineral, and energy). Topics include basic geologic processes such as the rock cycle and plate tectonics, how these geologic processes influence the occurrence and distribution of geologic hazards and resources, interactions between humans and the geologic environment, and problems associated with exploitation of geologic resources such as water and air pollution and climate change.

### **GEL 101 Introduction to Geology (5)**

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.

## **HISTORY (Humanities)**

### **HIS 101 World Civilization: Beginning to 1600 (3)**

This course provides a broad study of the main cultural, economic, and political trends and events from the rise of civilization to 1600 A.D. Countries highlighted include Europe, the Near East, China, Japan, Africa, as well as the pre-contact Americas.

### **HIS 102 World Civilization: 1600 to Present (3)**

This course is designed to further explain the history of the civilized world. This course will span 1600 A.D. to the present and will focus upon various historical foundations behind civilizations across the globe and their connections to current events.

### **HIS 103 United States History: Through Civil War (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: Post-Civil War (3)**

This course is designed to further explain past events of the U.S. from the Civil War to the present. Emphasis placed on improving students' ability to critically analyze evidence and arguments, constantly reviewing and revising as necessary their understanding of U.S. history. Includes overview of alternative experiences of Native, African, Hispanic, and Asian Americans.

### **HIS 110 Michigan History (3)**

During this course, students will examine the social, political, economic, cultural, and natural resources of Michigan from the earliest human habitation to the present. Topics will include the Native American, French, and British in Michigan, the history of major industries, the rise of Detroit, the path to statehood, Michigan's role in various wars and the numerous individuals who contributed to the history of our State.

### **HIS 290-299 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)**

This course is an overview of cinematic history and explores the basic tools for analyzing the art of film. Emphasis on historical appreciation of film based on the survey of cinematic traditions contained within narrative, documentary, experimental and other genres. Included is the evolution of technological developments on film production and evaluation and the impact that individual directors have made on cinema.

### **HUM 220 Introduction to Theatre (3)**

This course covers the historical developments in theatre from the Greeks through the 18<sup>th</sup> century. Theatre architecture, technology, design concepts, acting styles, and significant dramatic works will be explored. Also includes discussion of theatre traditions of non-Western cultures.

### **HUM 230 American Popular Culture (3)**

A survey of American popular culture (also known as "Pop Culture"), including art, literature, fashion, music, the media industry, and "fads" as reflective of social change in America. Students will begin to think critically about pop culture's content and/or consequences and the impact it has on how Americans view themselves as individuals and in relation to others. Pre-requisite: ENG 101.

### **HUM 290-299 Special Topics in Humanities (3)**

A course in selected issues in humanities to be decided by Instructor.

## **MATHEMATICS (Mathematics)**

### **MTH 012 Quantitative Reasoning Lab (2)**

Students will be actively engaged in learning how to manage quantitative information they may encounter in their everyday lives. The course content is supplemental to that of MTH 120. Students enrolled in MTH 120 to participate in this lab. This course is designed to help students reach college level skills and does not count towards a degree. Co-requisite: MTH 120.

### **MTH 023 Statistics Lab (2)**

The Statistics Lab is a support course for MTH 230 - Introduction to Statistics. It provides students with additional instruction to improve their algebraic skills and bolster their learning of statistics in the college course. Topics include: fundamentals of algebra and arithmetic, solving multivariate equations, calculator use, and probability. Students work together and support collaborative learning through a series of modules that are separate from those in the college course. This lab is optional unless otherwise indicated by the math placement process. Students who enroll in MTH 230 should consult their advisor or the college registrar when they register to determine if this is required.

### **MTH 105 Intermediate Algebra (4)**

This course will incorporate functions as a central theme, beginning with linear functions and going on to polynomial, rational, radical, and quadratic functions. Students will explore expressions, equations, systems, and integer and rational exponents. Applications, graphs, and graphing calculator use are emphasized.

### **MTH 120 Quantitative Reasoning (3)**

This course will provide students with methods in managing quantitative information they may encounter in their everyday lives. Topics will include, but are not limited to: measurement, finance, data use, and other relevant areas incorporated to assist students' ability to think logically and critically about data and its associations with real-world issues. Pre-requisite/Co-requisite: MTH 012 or placement test.

### **\*MTH 135 College Algebra (3)**

Students will study function arithmetic and composition, behavior and properties of graphs, and an introduction to general polynomial, exponential, and logarithmic functions and their equations and applications. Pre-requisite: Grade of "C" or better in MTH 105 or placement test.

### **MTH 140 Pre-Calculus (4)**

This course is intended for students that will need to take calculus. As such, it contains both algebra and trigonometry content necessary to prepare for calculus. Algebra concepts will include function arithmetic and composition, behavior and properties of graphs, and an introduction to general polynomial, exponential, and logarithmic functions and their equations and applications. Trigonometry concepts will include angles, right triangle trigonometry, trigonometric functions and their graphs, equations, and applications, and trigonometric identities. Pre-requisite: 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. Pre-requisite: Grade of “C” or better in MTH 140.

**MTH 150 The Teaching of Counting and Whole Numbers (3)**

Teaching and learning of counting, whole number representations, and whole number operations while using High Leverage Practices in Pre-K to 6<sup>th</sup> grade. Pre-requisite: Grade of “C” or better in MTH 105 or MTH 135, or higher, or placement test. Pre-/Co-requisite: EDU 107.

**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. Pre-requisite: Grade of “C” or better in MTH 135.

**MTH 230 Introduction to Statistics (3)**

Students will study data collection methods, descriptive statistics, hypothesis testing, probability and counting, linear regression, sampling distributions, and statistical inference through a series of student explorations or Modules. This is not a lecture course. Students work in groups and support collaborative learning. There is online content in this course and students will do some assessments via computer. All relevant technology will be explained in class. Pre-requisite: MTH 099 with grade of “C” or better or placement test or a grade of “C” or better in MTH 096 with a co-requisite of MTH 023. Students who place in MTH 099 on placement test must register for MTH 023 as a co-requisite. A grade of “C” or better is required to satisfy the General Education Requirement for Mathematics.

**\*SCTC Math Course Sequence Policy**

No student shall enroll in either MTH 135 College Algebra or MTH 140 Pre-Calculus after satisfactorily completing the other course, nor shall any student enroll in both courses simultaneously.

No student shall enroll in either MTH 145 Calculus I or MTH 217 Business Calculus after satisfactorily completing the other course, nor shall any student enroll in both courses simultaneously.

No student shall enroll in a math course after satisfactorily completing any math course that occurs later in the same sequence of courses, nor shall any student enroll in both courses simultaneously. (For the purpose of this policy, MTH 135 College Algebra and MTH 140 Pre-Calculus shall be considered equivalent courses.)

If a student has already satisfactorily completed one course but then changes degree declaration, the student shall automatically be allowed to take the other course if it is a requirement of the new declaration.

A student may request an exemption to this policy for unusual circumstances, such as declaring a different degree. The student shall complete a Math Course Sequence Exemption Request Form and submit it to the Registrar. Submission of the form does not guarantee approval. Upon receipt of the form, the Registrar will confer with the math instructor to discuss the student’s circumstances. Both the Registrar and the math instructor must sign the form for the request to be approved.

**OJIBWE (Humanities)****OJB 101 Ojibwe Language I (3)**

Introduction to basic grammar and vocabulary. Emphasis on basic conversation, speaking, and listening skills. Immersion method.

**OJB 102 Ojibwe 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. Pre-requisite: OJB 101.

**OJB 201 Ojibwe 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 Ojibwe. Immersion method. Pre-requisite: OJB 102.

**OJB 202 Ojibwe 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 Ojibwe. Immersion method. Pre-requisite: OJB 201.

**OJB 205: Anishinaabemowin Immersion (3)**

This course provides students with intensive oral conversational practice, building on grammatical and vocabulary notions of the language at an advanced level. Language used in everyday interactions such as telling a story; and participating actively in conversations will be practiced until proficiency is achieved. Pre-requisite: OJB 202.

**PHILOSOPHY (Humanities)****PHL 110 Introduction to Philosophy (3)**

This introductory course is an examination of concerns, systems, and thinkers of world philosophy from ancient times to present day. Among other issues, students study 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. Co-requisite: PHY 101A.

### **PHY 101A General Physics Laboratory (2)**

Laboratory exercises are designed to enhance the lecture material of PHY 101 with hands-on experiences and inquiry-based learning. Course to be taken concurrently with PHY 101. Co-requisite: PHY 101.

## **POLITICAL SCIENCE (Social Science)**

### **PSC 120 American Government (3)**

Emphasis in this course is on the structure and function of the government of the United States. Study in basic political concepts including the characteristics and mechanisms of a democracy and the political role of individual citizens. Also explained are the forces, ideas, and individuals that shaped the U.S. Constitution in the past and present – along with an overview of political theory, political parties, and the election process.

### **PSC 201 Social Media & Politics (3)**

The purpose of this course is to provide an understanding of the role of the media in the political system. Both historical and current political trends will be highlighted as they are deliberated and analyzed by the media as well as the advantages and challenges that come with digital media and the 24/7 news cycle.

## **PSYCHOLOGY (Social Science)**

### **PSY 101 Introduction to Psychology (3)**

This course provides students with a broad study of the basic concepts, principles, terminology, theories, and methods of psychology. Included are factors that influence behavior, including the mental processes and biological factors that occur in psychological development.

### **PSY 202 Human Development (3)**

An exploration of human development from conception to death. Includes prenatal development, infancy, childhood, adolescence, adulthood, and advanced years' stages.

### **PSY 210 Abnormal Psychology (3)**

This course provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, student will be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. Pre-requisite: PSY 101.

### **PSY 220 Social Psychology (3)**

This course focuses on the basic concepts, principles, and theories related to the field of Social Psychology, which is the scientific study of the way people think about, feel, and behave in social situations. It involves understanding how people influence, and are influenced by others. Topics covered include impression formation, conformity, pro-social behavior, interpersonal attraction, persuasion, along with stereotyping and prejudice. Equally important is the goal of cultivating student critical thinking skills in social situations they encounter in their everyday lives. Pre-requisite: PSY 101.

### **PSY 290-299 Special Topics in Psychology (3)**

A course in selected issues in psychology to be decided by Instructor.

## **RELIGION (Humanities)**

### **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. Historical and cultural development of these religions will also be incorporated.

## **SOCIOLOGY (Social Science)**

### **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 structures, education, religion, and other phenomena as it relates to social behavior.

### **SOC 120 Contemporary Social Problems (3)**

This course examines the nature, causes, and possible strategies for addressing contemporary social problems. In addition, students will explore the underlying and overarching issues, sources, effects, and consequences of such problems in light of social processes and specific cultural contexts.

### **SOC 210 Marriage and Family (3)**

Students will analyze the history of the family, its structure, and its function as a social institution and as a factor in individual human development. Additional emphasis on the contemporary family unit, parental roles, social processes associated with elements such as: selecting a partner, having children, managing finances, etc.

### **SOC 240 Gender and Social Roles (3)**

Students will examine male and female behavior patterns and experiences related to gender with particular analysis of gender roles and the impact of identity in society and in individual relationships. Native perspectives also explored.

### **SOC 290-299 Special Topics in Sociology (3)**

A course in selected issues in sociology to be decided by Instructor.

## **SPANISH (Humanities)**

### **SPN 101 Spanish I (3)**

An introductory course in the pronunciation, vocabulary, and basic grammar in the language. Listening and speaking skills will be emphasized along with reading and writing composition. Includes discussion of historical and cultural developments in the Hispanic world.

### **SPN 102 Spanish II (3)**

A continuation of SPN I, this course further develops students' skills in listening, speaking, reading, and writing of the Spanish language. Advanced study on the beliefs, values, and aspects of everyday life of the Hispanic culture. Prerequisite: SPN 101.

## **STUDENT DEVELOPMENT (Social Science)**

**SDV 102 Foundations for Student Success (3)** This course is designed to increase student persistence and success in college by providing them with academic, personal, cultural and life management tools needed to function effectively and accomplish their defined path of success. The course covers essential college skills such as time management, note-taking, basic computer skills and learning management system operation, critical thinking and reasoning, managing stress, and work-life balance. In addition, effective ways of accessing information from various campus resources and identifying personality strengths, weaknesses, and interests will be covered. \*This course must be taken by all new SCTC students during the first two semesters at SCTC unless previously approved by Administration.

### **SDV 290-299 Special Topics in Student Development (3)**

A course in selected issues in psychology to be decided by Instructor.



# Board of Regents

## **Stormie Jacobs-Wakemup, Chair**

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## History of the SCTC Logo

Alumni Kathleen Hart created the Saginaw Chippewa Tribal College (SCTC) Logo. Kathleen was a non-traditional, first generation, single parent student. She received her Associate of Arts in Business in 2007. Kathy started working part-time as the STEM Recruiter in 2011 and is currently the Equity Program Coordinator. She obtained her Bachelor of Science in Organizational Administration from CMU in 2018. Kathy is currently enrolled in graduate coursework.

Below is Kathy's narrative about the inspiration and creation of the SCTC logo.

*"Anaii, Niiwibinesikwe Izhinikaaz, Rosebush, MI Indoonjibaa, Migizi Indoodem, Anishinaabekwe N'daaw.* Hello, my name is Four Eagle Woman and my English name is Kathleen. I am from Rosebush, Michigan. I am of the eagle clan and I am an Ojibwe woman.

As I thought about designing a logo, I knew I wanted to tell a story that illustrates what SCTC can do for students. The logo represents balance, creation, teachings, and place.

I began thinking about the medicine wheel by drawing a circle. The medicine wheel signifies balance. It represents the four aspects: spirit, emotion, physical, and mind; 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; the four colors for the nations: yellow, red, black, and white and the four elements: air, earth, water, and fire.

I thought about Mother Earth and how Anishinaabek should care for her. I incorporated the turtle which represents mother earth, perseverance, persistence, endurance, and longevity. Our creation story tells how the turtle carried mother earth on its back.

I was inspired by the Seven Generations and Seven Grandfather Teachings: truth, wisdom, bravery, humility, respect, love, and honesty, which are also the values of SCTC. I used seven eagle feathers that represent the generations and teachings. Eagle feathers symbolize honor, a connection, trust, strength, wisdom, power, and freedom. The colors in the feathers represent the school colors: Turquoise and Black.

After reflecting on the drawing, I included the state of Michigan with the Great Lakes inside the circle, wrote the College name inside the border, and added the lines that represent the medicine wheel. Realizing that the lines intersected where the Saginaw Chippewa Indian Tribe is located. I added a star to represent the College along with the acronym SCTC to complete the logo.

Miigwech (thank you) to SCTC faculty for inspiring, encouraging, and supporting me. While attending SCTC I gained balance spiritually, emotionally, physically, and mentally."

