2018-2019 CATALOG

This catalog is for information only and does not constitute a contract. Southwestern Indian Polytechnic Institute reserves the right to change, modify, or alter without notice academic and or other requirements, including course offerings, course content, programs, procedures, policies, rules and regulations as published in this catalog. Program learning outcomes provided are subject to change, if such a change does occur revised outcomes will be posted on the SIPI web site.
A MESSAGE FROM SIPI’S PRESIDENT

On behalf of the faculty and staff, it is my pleasure to say welcome to SIPI! We are thrilled that you have made the choice to begin your educational journey with us, or are considering attending SIPI. We are proud of our designation as a National Indian Community College where student success is our first priority.

SIPI is proud to be a small college that is full of opportunity. We offer a variety of academic programs ranging from developmental (pre-college) education to certificate and associate degrees. SIPI also provides excellent student services that support a rigorous academic learning environment. Through our programs, SIPI is qualified and committed to providing a quality education that will prepare our students with the necessary academic and intellectual skills required for a lifetime of success.

We have devoted faculty and staff that are experts in their fields. SIPI fosters a “Student First” approach on campus, where we work side-by-side to ensure your learning environment is challenging, safe, and most importantly, supportive of your educational and personal goals. We are a proud tribal college founded on institutional values that strive to exemplify every day:

- Integrity and accountability
- Respect for self
- Respect for diverse cultures
- Sense of community
- Importance of data in supporting decisions
- Open and honest communication
- Honors indigenous cultures, language, and self-determination
- Is a mission driven institution

We tie these values into how we provide our students services and how we develop our culturally competent curriculum. This commitment to excellence is evident in the success of our students. SIPI graduates are pursuing higher level degrees at four-year institutions or are in graduate degree programs; they have successfully transitioned into successful careers in a global workforce; or are now working professionals in their respective tribal communities.

At SIPI, we understand that your success begins with our mission to “establish a strong educational foundation for student success.” We hope that you will join us!

The following pages contain valuable information on SIPI and our academic programs. Please feel free to talk to a faculty or staff member if you have any questions. We are here for you!

Ahe’hee doo Nizhonigo Naninaa’ doo’ (Thank you and May you walk in beauty).

Dr. Sherry Allison (Diné)
President
# SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

## Academic Calendar 2018-2019

### 2018 FALL TRIMESTER

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New &amp; Readmit student application deadline</td>
<td>August 10</td>
</tr>
<tr>
<td>Student orientation, testing, advisement and course registration</td>
<td>September 5-7</td>
</tr>
<tr>
<td>Last day to register for courses</td>
<td>September 10</td>
</tr>
<tr>
<td>First day of classes</td>
<td>September 10</td>
</tr>
<tr>
<td>Last day to add/drop or challenge course</td>
<td>September 14</td>
</tr>
<tr>
<td>Fall 2018 Trimester fees due</td>
<td>September 28</td>
</tr>
<tr>
<td>American Indian Day</td>
<td>October 8</td>
</tr>
<tr>
<td>Mid-term examination period</td>
<td>October 22-26</td>
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<tr>
<td>End of 8th week; last day to drop a course with “W”</td>
<td>November 2</td>
</tr>
<tr>
<td>Petition to graduate closes</td>
<td>November 9</td>
</tr>
<tr>
<td>Veteran's Day</td>
<td>November 12</td>
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<tr>
<td>Thanksgiving holiday break</td>
<td>November 22-23</td>
</tr>
<tr>
<td>TABE post-test</td>
<td>November 26-30</td>
</tr>
<tr>
<td>Spring pre-registration</td>
<td>December 3-7</td>
</tr>
<tr>
<td>Final examination period</td>
<td>December 13-19</td>
</tr>
<tr>
<td>Final grades due / trimester ends</td>
<td>December 19</td>
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### 2019 SPRING TRIMESTER

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>New &amp; Re-admit student application deadline</td>
<td>December 7</td>
</tr>
<tr>
<td>Student orientation, testing, advisement and course registration</td>
<td>January 7-9</td>
</tr>
<tr>
<td>Last day to register for courses</td>
<td>January 10</td>
</tr>
<tr>
<td>First day of classes</td>
<td>January 10</td>
</tr>
<tr>
<td>Last day to add/drop or challenge course</td>
<td>January 16</td>
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<tr>
<td>Martin Luther King Day holiday</td>
<td>January 21</td>
</tr>
<tr>
<td>Spring 2019 Trimester fees due</td>
<td>January 25</td>
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<tr>
<td>Presidents Day holiday</td>
<td>February 18</td>
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<tr>
<td>Mid-term examination period</td>
<td>February 19-22</td>
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<tr>
<td>End of 8th week; last day to drop a course with “W”</td>
<td>March 1</td>
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<tr>
<td>Petition to graduate closes</td>
<td>March 6</td>
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<td>Spring Break</td>
<td>March 7-8</td>
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<tr>
<td>TABE post-test</td>
<td>April 1-5</td>
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<td>April 8-12</td>
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<td>April 15-18</td>
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<td>Trimester ends / Spring Commencement Exercises</td>
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### 2019 SUMMER TRIMESTER

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<tr>
<td>New &amp; Re-admit student application deadline</td>
<td>April 12</td>
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<tr>
<td>Student orientation, testing, advisement and course registration</td>
<td>May 6-8</td>
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<td>Last day to register for courses</td>
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<td>June 17-21</td>
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<td>June 24-28</td>
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<td>End of 8th week; last day to drop a course with “W”</td>
<td>June 28</td>
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<tr>
<td>Independence Day holiday</td>
<td>July 4</td>
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<tr>
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<td>July 5</td>
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<tr>
<td>Fall pre-registration</td>
<td>August 5-9</td>
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<tr>
<td>Final examination period</td>
<td>August 12-16</td>
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<tr>
<td>Final grades due / trimester ends</td>
<td>August 16</td>
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Program Goals and Learning Outcomes
Adult Basic Education/Developmental Education
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LIBERAL ARTS AND BUSINESS EDUCATION

LIBERAL ARTS PROGRAM ASSOCIATE OF ARTS DEGREE

EARLY CHILDHOOD EDUCATION

Early Childhood Education Certificate
Early Childhood Education - Associate of Arts Degree

BUSINESS EDUCATION

Business Administration Certificate
Business Administration Associate of Applied Science

BUSINESS ADMINISTRATION ASSOCIATE OF SCIENCE DEGREE

ACCOUNTING

Accounting Certificate

Accounting Associate of Applied Science Degree

ADVANCED TECHNICAL EDUCATION

Vision Care Technology Program
Optical Laboratory Technology Certificate
Vision care Technology Associate of Applied Science Degree
Culinary Arts Program
Culinary Arts Certificate
Culinary Arts Associate of Applied Science Degree
Geospatial Information Technology
Geospatial Information Technology Certificate

Geospatial Information Technology Associate of Applied Science Degree
Network Management
Pre-Engineering Associate of Science Degree
Pre-Engineering Associate of Science Degree
Computer-Aided Drafting and Design Certificate
Natural Resources Management
Associate of Applied Science Degree
Environmental Science Program
Associate of APPLIED Science Degree

COURSE DESCRIPTIONS

PERSONNEL DIRECTORY
### IMPORTANT NUMBERS

<table>
<thead>
<tr>
<th><strong>Main Line (Switchboard)</strong></th>
<th><strong>800-586-SIPI OR 800-586-7474</strong></th>
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</thead>
<tbody>
<tr>
<td>SIPI President’s Office</td>
<td>346-2347</td>
</tr>
<tr>
<td>Vice President of Academic Programs</td>
<td>346-2351</td>
</tr>
<tr>
<td>Vice President of College Operations</td>
<td>922-6547</td>
</tr>
<tr>
<td>Director Student Service</td>
<td>922-4093</td>
</tr>
<tr>
<td>Director of Admissions and Financial Aid</td>
<td>346-2324</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>346-2344/2361</td>
</tr>
<tr>
<td>Student Accounting Office</td>
<td>346-2374</td>
</tr>
<tr>
<td>Information &amp; Technology Office; Student Network Accounts</td>
<td>922-4098</td>
</tr>
<tr>
<td>Director of Housing and Recreation</td>
<td>346-2327</td>
</tr>
<tr>
<td>Four Winds Lodge (Women’s Dorm)</td>
<td>346-2357 or 56</td>
</tr>
<tr>
<td>Golden Eagle Lodge (Men’s Dorm)</td>
<td>346-2354 or 55</td>
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<tr>
<td>Recreation Office (Gymnasium)</td>
<td>922-4084</td>
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<tr>
<td>Distance Education</td>
<td>346-2335</td>
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<tr>
<td>Special Needs Counselor</td>
<td>922-4093</td>
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**Security**

<table>
<thead>
<tr>
<th><strong>Office</strong></th>
<th>346-2323</th>
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</thead>
<tbody>
<tr>
<td><strong>Security Guard on-duty</strong></td>
<td>263-7531</td>
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</tbody>
</table>
INTRODUCTION

Mission Statement
The Southwestern Indian Polytechnic Institute prepares our culturally diverse Native American students as life-long learners through partnerships with tribes, employers and other organizations. We establish a strong educational foundation for student success.

Vision Statement
The Southwestern Indian Polytechnic Institute aspires to be an intellectual asset to Indian country that is highly effective and puts students’ success first.

Strategic Goals
• The Southwestern Indian Polytechnic Institute will improve student success, guided by an institutional culture of evidence.
• The Southwestern Indian Polytechnic Institute will expand its role in tribal nation building by better understanding and responding to the educational and workforce needs of tribes, and to better support the sustainability of tribes’ fundamental needs.
• The Southwestern Indian Polytechnic Institute will modernize its facilities and technologies to better support student learning.
• The Southwestern Indian Polytechnic Institute will improve its college operations to achieve greater effectiveness and efficiency.
• The Southwestern Indian Polytechnic Institute will position itself within the community of tribal colleges, and among all community colleges, nationally.

Shared Governance
SIPI recognizes its Board of Regents; the Office of the Director, Bureau of Indian Education; the President, administrators, faculty, staff and students as important voices who share in the responsibility of planning and decision making. The College acknowledges the difference in the weight of these voices as determined by the particular matter under consideration at any point in time. The College acknowledges the importance of ongoing communication among these voices, which established the President’s Cabinet whose membership reflects representation among the campus voices with actions reported to the Office of the Director, Bureau of Indian Education.

Accreditations
Accreditation within higher education is a voluntary, nongovernmental process that gives public recognition to institutions that meet published standards. The purpose of accreditation is to assure the public as to the quality of an institution and its commitment to these high standards through continuous improvement. Two major types of accreditation include regional accreditation, which granted to an entire institution versus specialized accreditation, which focuses on a specific program. Most specialized accrediting agencies require regional accreditation as a foundation for their reviews.

The Higher Learning Commission (HLC) accredits SIPI, one of six regional accrediting bodies that accredit entire institutions. To achieve institutional accreditation from the HLC, SIPI underwent a comprehensive evaluation in October 2013. SIPI successfully demonstrated that it met established standards. As a result, the HLC Board of Trustees voted to grant regional accreditation to SIPI on February 27, 2014. SIPI’s Vision Care Technology program is accredited by the Commission on Opticianry Accreditation (COA) (http://www.coaccreditation.com) The COA exists to assess and verify educational quality in optical programs.

As a regionally accredited institution, SIPI is eligible to participate in Title IV federal financial aid and Department of Veteran’s Affairs assistance programs. Regional accreditation status also facilitates the transfer of college credits to other regionally accredited institutions.

Further information on the Higher Learning Commission (HLC) and the Criteria for Accreditation is available at
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500; Chicago, IL 60604
1-800-621-7440
inquiry@hlcommission.org https://www.hlcommission.org/

Further information on the Commission on Opticianry Accreditation is available at:
Commission on Opticianry Accreditation
P.O. Box 952; Canton, NY 13617
703-468-0566
Director@coaccreditation.com http://www.coaccreditation.com/
**Affiliations**

The college is an associate member of:

- American Indian Higher Education Consortium (AIHEC)

Membership affiliations include:

- American Association of Community Colleges
- Association of American Colleges and Universities
- National Association of College and University Business Officers
- WCET (WICHE Cooperative for Educational Technology
- ITC (Instructional Technology Council)
- Association of American Colleges and Universities
- League for Innovation in the Community College

**Statement of Institutional Assessment and Program Review**

SIPI is committed to a process of assessment that offers assurance to the Indian communities of the College’s effectiveness and appropriateness of its mission as a higher education institution. The purpose of the assessment is to improve all aspects of the operation and function of the College.

The Board of Regents affirms its position that assessment is an important element in the College’s overall evaluation of its academic and non-academic units. An assessment program will assist the College in making useful decisions about improving the College and in developing effectiveness.

SIPI’s program review process is designed to encourage program improvement, demonstrate accountability and provide information to guide decisions about programs and resources. Programs are evaluated according to the quality of curriculum, faculty, learning environment, infrastructure outcomes, course demand and efficiency in the use of resources. SIPI’s Program Review aim is to maintain academic quality, accountability and sound use of resources. All stages of the review process – department self-studies, site visits, reports by reviewers, responses by the departments involved, final review by the Vice President of Academic Programs and appropriate committees, and action plans for the programs – are aimed at improving instructional programs, encouraging program innovation, demonstrating institutional accountability, and helping the institution plan program revisions, program deletions and resource allocation. Action plans specify detailed strategies, timelines and responsibilities to address the issues raised by reviewers.

**BOARD OF REGENTS**

SIPI is federally operated by the Bureau of Indian Education (BIE) as a public postsecondary institution offering certificate and associate degrees (Snyder Act of 1921 Public Law 67-85, 25 U.S.C. 13). The Bureau’s policies require governing boards to be established at Bureau-operated postsecondary schools (25 C.F.R. 32.4(g)). The SIPI Board of Regents, appointed by their respective tribal entities, serves as the governing board participating in defining the College’s mission, vision, values and goals; recommending academic program offerings and services; engaging in the policy development process; and providing communication to and from the national Indian community, tribal governments, and tribal organizations on educational program and student issues.

The BOR incorporated in the State of New Mexico in 1974, and received IRS tax-exempt status as a 501(c) (3) non-profit in 1975.

The Board of Regents’ administrative office on the SIPI campus. Current BOR membership shown below.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
<th>TRIBAL ENTITY</th>
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<tbody>
<tr>
<td>Haeyalyn R. Muniz</td>
<td>Chairman</td>
<td>Jicarilla Apache Nation</td>
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<tr>
<td>Darrell Flyingman</td>
<td>Vice Chairman</td>
<td>Oklahoma Representative</td>
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<tr>
<td>Ethan Laweka</td>
<td>Secretary-Treasurer</td>
<td>SIPI Student Senate</td>
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<tr>
<td>Larry Schurz</td>
<td>Member</td>
<td>Inter-Tribal Council of Arizona</td>
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<tr>
<td>Francis Tafoya</td>
<td>Member</td>
<td>Eight Northern Pueblos</td>
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<tr>
<td>Vacant</td>
<td>Member</td>
<td>Great Plains Tribal Chairman’s Association</td>
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<td>Roger Fragua</td>
<td>Member</td>
<td>Ten Southern Pueblos</td>
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<tr>
<td>Esther Peterson</td>
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<td>Vacant</td>
<td>Member</td>
<td>Southern Ute Tribe</td>
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<tr>
<td>LeClaire Gayton</td>
<td>Member</td>
<td>Mescalero Apache Nation</td>
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<tr>
<td>Russell Begaye</td>
<td>Member</td>
<td>Navajo Nation-New Mexico</td>
</tr>
<tr>
<td>Dr. Sherry Allison</td>
<td>Ex-Officio Member</td>
<td>SIPI President</td>
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</table>
LOCATION AND HISTORY

Location

SIPI is located in the heart of Indian Country, in the center of New Mexico’s high-tech corridor, near Los Alamos and Sandia National Laboratories. SIPI is also close to the University of New Mexico, Albuquerque campus. SIPI is located at:

9169 Coors Boulevard N.W., Albuquerque, NM 87120
Southeast corner of the intersection of Coors Boulevard and Paseo del Norte N.W.

History of the Institution

The All-Indian Pueblo Council, the Navajo Nation, the Jicarilla Apache Nation, the Mescalero Apache Tribe, the Southern Ute Indian Tribe and other southwestern tribes began planning for a school to serve American Indian communities during the mid-1960s. The United States Congress appropriated construction funds to build the school in the late 1960s at a cost of $14.1 million. Ten years later, the dream became a reality. Dedication ceremonies were held on August 20, 1971. On September 16, 1971, SIPI officially opened its doors for classes. In September 2003, SIPI opened the 72,540 square foot Science and Technology building.

The SIPI School Board was officially formed in May of 1970 and operated under an informal set of by-laws and operating procedures. The Board had eleven members representing Indian Tribes from New Mexico, Arizona, Colorado, the Great Plains and the Student Government President. In 1973, the SIPI School Board officially changed its name to Board of Regents and established an incorporated non-profit organization.

Operating initially on an open-entry, open-exit system of individualized training, SIPI was awarded a citation for Excellence of Service by the Department of Interior in 1974. Throughout the 1980s and early 1990s, SIPI continued to evolve and grow in a way that served its student population, tribal communities, industry, and public agencies.

SIPI was later threatened with closure because of the federal government’s efforts to decrease spending. SIPI responded by creating a more cost effective program and a traditional semester system was established. The students and the National Indian Community responded with a major movement of public support, which resulted in the continuing operation of SIPI. In May of 1983, SIPI held its first commencement exercises with 124 students graduating.

In June 1991, the SIPI Board of Regents developed an expanded 20-year mission and direction for the institution. The "Transition 2000 Plan" required SIPI to achieve community college accreditation and to develop advanced technical education and university transfer degrees. In September of 1991, SIPI celebrated its 20th anniversary. In August 1993, the institution achieved community college status and received continued accreditation by the Higher Learning Commission, a member of the North Central Association of Colleges and Schools.

SIPI presently offers the following degrees as well as certificate programs: Associate of Applied Science, Associate of Arts and Associate of Science.
ADMISSION AND REGISTRATION

Admission
Prospective students may obtain an application packet from the Admissions office by calling (505) 346-2338, or 1-800-586-7474. The application packet is also available on the SIPI website at: http://www.sipi.edu. Admission is the process of applying and being accepted to SIPI. Registration is the process of selecting courses, receiving a class schedule and completing enrollment at SIPI. SIPI’s academic year is divided into three trimesters, which typically begin in September, January and May. Students are urged to apply for admission at least two months before registration. Please note application deadlines as indicated on the academic calendar. All documents must be received by the application deadline in order to be considered for admission.

SIPI reserves the right to deny or cancel the acceptance or admission of any student whose attendance at the college would not be mutually beneficial for the student or the college.

General Admission Requirements
SIPI accepts American Indian and Alaskan Natives who meet one of two tribal affiliation criteria:
(1) verification of U.S. federal tribal membership from a Bureau of Indian Affairs (BIA) agency or tribal census office or
(2) One-quarter percent, or more, blood quantum of a federally recognized tribe(s), verified by either a BIA agency or tribal census office.

Minimum age for acceptance to SIPI is 17 years. The High School Equivalency (HSE) Certificate requires students to be 18 years of age.
Accepted students who are 17 years of age may not reside in the lodges until their 18th birthday. A parent or legal guardian must sign the release statement on the school application.

Dual Credit Enrollment/Eligibility:
Entry into the dual credit program is guided by the high school guidance counselors and teachers. The guidance counselor works with the SIPI to ensure students meet the dual credit requirements. The high school will have its own criteria for evaluating students that may be eligible for the dual credit program. Through the course selection and registration process, students will have the opportunity to earn credits toward a specific degree.
1. Potential Dual Credit students must meet the conditions set by their LEA system, are fully enrolled and have Principal/Guidance Counselor approval.
2. Students must also meet the SIPI enrollment requirements.
All Dual Credit questions should be initiated through the high school guidance counselor.

Documents Needed for Admission
- Admission Application
- Verification of tribal affiliation
- Official high school transcript, with a graduation date
- Transfer students must provide official college transcripts from all colleges attended
- Health Physical due within 30 days after instruction begins
- Immunization record within 30 days after instruction begins
- DD-214 Form if claiming veteran status

Reporting any false information on an application for admission may be grounds for denying admission, suspension or withdrawal from the institution. The Admissions Office will not copy, transfer, or return documents submitted for admission to SIPI. All accepted new students are required to take the Accuplacer Test for placement unless they previously received a composite score of 18 or higher on the ACT or transfer credit with a grade of C or higher, for courses that are equivalent to ENGL 101 and Math 121. Credit must have been earned within the past five years. Based on placement and test scores, the student may be required to enroll in developmental courses to help prepare the student for success in college-level courses.

Applicants on Criminal Probation or Parole
Applicants currently on criminal probation or parole must indicate their status by checking the "Yes" box in the General Information section on the first page of SIPI’s Application for Admission. Any applicant, on criminal probation or parole or is pending for criminal probation or parole, must have their application reviewed by the Director, Admissions and Financial Aid before eligibility for acceptance can be determined. The Director may request additional documents to determine the applicant’s eligibility for acceptance.

SIPI will not grant acceptance to SIPI as part of a Grounds for Motion for Release or as a condition of release from incarceration, probation or parole. Students on probation or parole will not be provided lodging privileges until one year
after the probation or parole is successfully completed. The student must provide the Admissions Office official documentation of the successful completion of probation or parole.

If this institution finds that the SIPI application for admission has been falsified and that the student is on probation or parole, the student will be immediately suspended from SIPI and will not be allowed to reapply until one year AFTER the drop was initiated. At that time the student must provide documentation of the successful completion of probation or parole. New Mexico law requires sex offenders who enroll in college to register with school’s registrar.

**Readmission**

Any student who has withdrawn from SIPI must apply for readmission to enroll. All applicants requesting readmission must submit an updated admissions application form by the application deadline indicated on the academic calendar. The Admissions Office will review the student’s previous academic and lodge documents to determine whether admission will be granted. All past financial debts owed to SIPI by the student must be paid in full before a readmission request will be considered. The applicant may be granted conditional acceptance and may be required to retest with the Accuplacer based upon a department chairperson’s evaluation of the student’s academic record. If a retest is needed, the acceptance letter instructions will note a retest requirement. If the student attended SIPI prior to 1989, an application form and all required documents as stated in the admissions requirements must be submitted. Applicants who have been denied admission may contact the Admissions Office to file an appeal.

**Orientation**

Orientation is designed to assist new students in making a successful transition into SIPI and to enhance student’s positive feelings about the institution. New student orientation schedule is published at the beginning of each trimester. Attendance is required of all new students. Readmitted students are also welcome to attend.

**Classification of Student**

Students registered for 12 or more credit hours during a regular trimester are considered full-time students. Part-time students are registered for fewer than 12 credit hours. Students enrolled in 098, 099 and 100 level classes are classified as Adult Basic Education/Adult Developmental. Students enrolled in 101 level classes or higher, are considered college-level.

**Transfer Credits**

Grades earned in courses taken at other institutions are not included in the calculation of SIPI grade point average. Official high school and college transcripts submitted to the Admissions Office become the property of the College and will not be copied, transferred, or returned to the student.

**Evaluation of Credit**

Before previous coursework can be considered for transfer, admissions must receive official transcripts from all schools where the coursework was completed. Any student requesting transfer credit must contact his/her academic advisor, who will review the course(s) for which transfer credit has been requested. If the advisor determines that the course(s) meet the requirements of the student’s program of study, the advisor will complete a SIPI College Course Credit Transfer form. The signed form will be routed to the department chairperson, the Vice President of Academic Programs and the Admissions Office for final approval.

**Transfer Credits**

Before a course from another institution will be accepted toward a SIPI certificate or degree, the following requirements must be satisfied:

- Admissions must receive official transcripts from all schools where coursework was completed.
- The academic advisor will evaluate the transfer credits to determine which transfer credits may be applied toward the student’s program of study.
- Transfer credits in any degree program of study offered by SIPI must have a letter grade of C or higher, provided the classes are similar or equivalent to courses offered at SIPI.
- A minimum of 24 residency hours in a core area is required for the award of a certificate or degree.
- Official transcripts submitted to SIPI Admissions and Records become the property of the institution and will not be transferred or returned to the student.
- Only credits from regionally accredited institutions are transferrable.
- To receive transfer credit for career and technical courses, the student must request a copy of the transcript(s) from the SIPI’s Admissions Office and submit them to the appropriate academic division for review. An interview and/or demonstration of competence may be required before the decision regarding credit is made. Demonstration of competence is required for all transfer credit more than 10 years old.
- Remedial courses and upper-division courses, 300 & 400 levels, are not generally transferable.
Quarter System Evaluation
SIPI operates on a trimester academic year. Transfer courses from a post-secondary institution that uses a quarter system will be recalculated to trimester hours (one quarter hour equals 2/3 (0.66) trimester hour) to determine acceptability.

Military Credits
Credit for military service is granted to those students who have served in the armed forces. Credit for Physical Education (1 credit) and Health (2 credits) may be granted, provided the course(s) is/are part of the student’s program of study. The prospective student must provide a Department of Defense Form 214 (DD Form 214), to the Director, Admissions and Financial Aid during the application process.

Students with Disabilities
Pursuant to the American with Disabilities Act of 1990 (ADA), (42 USC Chapter 126), SIPI ensures access to facilities and reasonable accommodations in the instructional process for students identified by Americans with disabilities. The SIPI Academic Support Program assists students in arranging academic and residential accommodations. To assist students with additional support services needed for accomplishing their educational and career goals, services may be coordinated with external tribal, state, and federal agencies. Students may request services through the Academic Support Program at (505) 922-4093.

POLICY STATEMENTS REGARDING APPLICATION FOR ADMISSIONS

Anti-Harassment & Executive Order 13160
It is the policy of SIPI to prevent and eliminate forms of unlawful harassment in employment and educational settings. SIPI prohibits harassment of people based on race, color, religion, national origin, physical or mental disability, age, gender, sexual orientation, ancestry, medical condition or other protected status. SIPI is committed to creating and maintaining an atmosphere free from all forms of harassment. For further information on the E.O. 13160, please contact Director of Student Services, Dr. Cecelia Cometsevah, at (505) 922-4093.

Equal Education
SIPI is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of color, religion, physical or mental disability, age, gender, sexual orientation, ancestry, or medical condition. Equal educational opportunity includes admission, recruitment, extracurricular programs and activities, and housing.

Family Educational Rights and Privacy Act (FERPA)
It is the policy of SIPI to comply fully with the terms, provisions and intent of the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). A complete statement of SIPI’s policy and procedures relative to this act may be obtained from the Admissions office. Following the guidelines established by FERPA, the college strives to protect personal privacy and the confidentiality of official student records. This section describes in general SIPI’s policy of confidentiality and privacy.

Most of the information contained within student records is considered confidential, with the following exceptions:

- Local address
- E-mail address
- Telephone number
- Major field of study
- Dates you attended SIPI
- Student classification
- Enrollment status (full-time or part-time)
- Degree(s) earned from SIPI and the date(s)

The information listed above is considered public information. SIPI does not sell lists of students or name-and-address labels to businesses or agencies outside the College. Students, who wish to limit access to the public information above, may submit a Privacy Request Form, available at the Admissions Office.

In discharging their official duties, SIPI employees may read, review, photocopy, and distribute to appropriate persons within SIPI any information contained in your student record. However, before distributing confidential information outside SIPI, even to members of your family, SIPI faculty and staff must first secure your written permission.
FINANCIAL AID

SIPI offers a number of financial aid programs in the form of grants, work-study, and scholarships. The College does not participate in student loan programs. The first step toward receiving financial aid is to submit a Free Application for Federal Student Aid (FAFSA). The FAFSA application is provided by the Federal Student Aid office of the U.S. Department of Education, and is used by the Financial Aid Office to determine students’ eligibility for financial aid.

The FAFSA can be accessed at www.fafsa.ed.gov or by phone at 1-800-4-FED-AID. Students must submit a new FAFSA each year – as early as October 1st.

The SIPI Title IV Federal School Code is 011185.

For more information on student financial aid, visit the U.S. Department of Education’s website at www.studentaid.ed.gov or www.students.gov, or contact the SIPI Financial Aid Office at (505) 346-2344. Students are also welcome to visit the Financial Aid Office, which is temporarily located in the Occupational Technology Building 106.

In order to receive federal financial aid, students must satisfy the following eligibility requirements:

• Students must be enrolled as regular students in an eligible program.
• Students must not exceed their Pell Grant Lifetime Eligibility Used. Federal law limits lifetime eligibility to 600%, the equivalent of six years of funding.
• Male students who are 18 years or older must have registered with Selective Service
• Students must be U.S. citizens or eligible non-citizens.
• Students must not owe a refund on Title IV grants and must NOT be in default on any federal student loans at any school previously attended.
• Continuing and Transfer students must meet federal aid standards for Satisfactory Academic Progress:
  a) Maintain a 2.0 cumulative and trimester GPA.
  b) Completed at least 67% of classes attempted
  c) Credit hours cannot exceed 150% of published program length.

Students who fail to meet these standards may be on warning status for financial aid. Students on warning who continue to fail to meet the standards for Satisfactory Academic Progress will have their financial aid suspended until requirements are met. No financial aid will be awarded or paid during suspension.

After submitting the FAFSA, students must submit the following to the Financial Aid Office:

• Class schedule for the current term
• Official transcripts or grades from the previous trimester, or transcripts from all previously attended colleges or universities

The FAFSAs for a small number of students will be selected by the federal government for the SIPI Financial Aid Office for Verification, a process used to verify the accuracy of certain information on the FAFSA. A student who’s FAFSAs are selected for verification will be required to submit certain documents, such as tax records or W-2 forms for the student and parent(s). The Financial Aid Office will be unable to complete the financial aid process or make any award to the student until all required documents have been submitted and the verification process is complete.

Types of Financial Programs Available

SIPI offers a range of student financial aid services to students. Below is a summary of financial aid awarded at SIPI:

PELL Grant – Federal Pell Grants are available to undergraduate students only. Pell grants do not have to be repaid. The grant is renewable each award year, up to the federal lifetime eligibility limit of 600%, the equivalent of six years of funding.

Federal and New Mexico Work Study – This program is designed to provide financial assistance to students through part-time employment on campus. Checks are issued on a bi-weekly basis.

Federal Supplemental Educational Opportunity Grant (FSEOG) – available to students with documented financial need. FSEOG awards are paid once per trimester.

New Mexico Legislative Endowment Fund (NMLEF) - Available to New Mexico resident students. Funds are awarded once per trimester.

New Mexico College Affordability Grant - Grants available to students who: graduate from a New Mexico High School; are residents of New Mexico; are enrolled at least half time in a New Mexico college

New Mexico State Incentive Grant (NMSSIG) – available for New Mexico residents who are determined to have
exceptional need. NMSSIG awards are paid once per trimester.

**BIA/Tribal Scholarship Grant** – Students are encouraged to apply to their Tribal Higher Education Office for tribal scholarships and grants. Each tribal office has its own policies and procedures. Tribal Higher Education Offices will request a financial needs analysis (FNA) from the SIPI Financial Aid Office. Students must submit FAFSA before the Financial Aid Office can prepare an FNA. Students may also be eligible to participate in BIA or Tribal Higher Education or Adult Vocational Training Programs. Applications must be submitted to agencies well in advance of enrollment to SIPI.

**Veterans Education Benefits** – Students who are eligible to participate under various Veterans Administration Education Acts must have their enrollment certified by a SIPI certifying official. Veteran students must provide a copy of DD Form 214, transcripts of previous education or training and a current class schedule. More information is available from the VA website at: http://www.gibill.va.gov/ or by phone at 1-800-827-1000.

**SIPI Scholarships** – SIPI offers scholarships for the American Indian College Scholarship Fund (AICF) at the beginning of each fall and spring trimester. The Financial Aid Office will post notices of scholarship criteria and disbursement dates.


**Student Loans**  
SIPI does not participate in student loan programs. Students who have attended other colleges or universities and who have student loans must not be in default.

**Disbursements**  
SIPI is a Federal Government entity under the auspices of the Bureau of Indian Education (BIE) and the Department of the Interior. As a Federal entity, SIPI is mandated to utilize the Financial Business Management System (FBMS) to process all student payments. Processing time can take two to four weeks from the initial request after the financial aid file is verified and completed. Checks are sent to SIPI through the U.S. Postal Service, where they are verified and accounted for.

Students who are receiving a disbursement are required to have their Financial Aid Award Letter and SIPI Student ID.

**Return of Title IV Funds (R2T4)** – Students who receive Pell or other Title IV aid may be required to pay back a portion of grants or be eligible for a post-withdrawal payment, if they withdraw from classes, and are eligible for funding, before the end of the term. An R2T4 calculation will be performed to determine the amount of aid earned based on the number of days attended.

**REGISTRATION FEES AND PAYMENTS**

<table>
<thead>
<tr>
<th>Student Fee Schedule</th>
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<tbody>
<tr>
<td>Admitted students are required to register for each trimester they attend. The Bureau of Indian Education (BIE) provides tuition, room and board, and some books to students at minimal charge. Students must pay required fees prior to registration for classes. All fees will be paid in the Student Accounting Office.</td>
</tr>
</tbody>
</table>

| LODGE FULL-TIME STUDENT: | $590.00 |
| COMMUTER FULL-TIME STUDENT*: | $365.00 |
| COMMUTER PART-TIME STUDENT*: | $290.00 |

*optional for commuter students -$100.00  Food Service Fee (not included in stated commuter fees)

**Program Specific Fees:**  
Culinary Arts: $525.00  
(One-time fees for supplies to be given to the student)

**Payment Methods**  
SIPI accepts money orders and federal and/or tribal government checks; credit/debit cards will be accepted through Pay.gov which can be accessed at: https://pay.gov/public/form/start/361908347 No cash or personal checks are accepted. Fees are refundable during the registration period until the published drop/add period at the beginning of each trimester as indicated in the academic calendar. The $50.00 minimum required registration fee is non-refundable.

**Deferred Payment Agreement**  
A deferred payment agreement option is available to students who are unable to pay their fees in full during the registration period. The deferred payment agreement allows students to make a partial payment, and submit either the remaining balance or proof of financial aid or scholarship award no later than the third week of classes. In order to register for classes, a minimum $50 payment is required of commuter students. A minimum $75 payment is required of
lodge students. Food service is included in the fees for lodge students. Commuter students, as an option, may add food service to their fees for $100.

The Admissions Office will not issue transcripts, grade reports, or other documents to the student or educational agencies until all financial obligations are met. Students who have not paid the student fees in full by end of trimester, will not be eligible for delayed pay when they return.

Withdrawals Due to Non-Payment
Students who do not pay outstanding fees, or provide proof of financial aid or scholarship funds awarded, by the due date will be withdrawn from SIPI for non-payment. Any student dropped for non-payment will be required to pay any outstanding balance before registering for future classes. Students who withdraw from SIPI after the fee due date are responsible for payment of outstanding fees. Any unpaid fees will be posted to the student’s account as a debt. The Admissions Office will not issue transcripts, grade reports, or other documents to the student or educational agencies until all financial obligations are met.

Status Change
Students must report any change of status (e.g., resident to commuter, full-time to part-time) to the Student Accounting Office. Resident students must exit properly when moving out of the lodges to avoid additional costs for improper check-out. See refunds policy. Students must pay fees according to their status at the end of the add/drop date.

Refunds
All fee payments will be verified by the Student Accounting Office. Any overpayments will be refunded to the student. Students who withdraw during the registration and drop/add periods may be eligible to receive a refund. The $50 minimum registration fee will be deducted from any refund. All allowable refunds will be processed through the Financial Business Management System (FBMS) according to established federal and SIPI policies. The processing time for refunds is approximately four to six weeks.

Veterans Administration Refunds
In the event the veteran or other eligible person fails to enter the course, or withdraws, or is discontinued there from at any time prior to completion of the approved program length for VA students, the amount charged to the student for tuition, fees, and other charges for the completed portion of the course shall not exceed $10 (only if a registration fee is charged) plus the approximate prorated portion of the total charges for tuition, fees, and other charges. The completed portion is the total number of days the student was scheduled to attend (from first to last date of attendance) multiplied by the scheduled hours of attendance per day. Refunds will be paid within the 40 days after termination.

School Debts
For students in debt to SIPI for any reason (e.g., non-payment of fees, return to title IV fees, failure to return any books, improper dorm check out and materials borrowed), the Admissions Office will withhold midterm and final grades, attendance confirmations, official and unofficial transcripts, and diplomas and certificates until the debt is paid in full. In addition, all debts incurred from the previous trimester, i.e. unpaid trimester fees, SIPI reserves the right to prohibit readmission, pre-registration, or registration until debts are paid in full.

STUDENT SERVICES

<table>
<thead>
<tr>
<th>Information</th>
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<tbody>
<tr>
<td>Dr. Cecelia Cometsevah, Director of Student Services</td>
<td>Leia Madalena, Program Assistant</td>
</tr>
<tr>
<td>Phone: 505-922-4093</td>
<td>Phone: 505-346-7715</td>
</tr>
<tr>
<td>Fax: 505-922-4081</td>
<td>Fax: 505-922-4081</td>
</tr>
<tr>
<td>Email: <a href="mailto:Cecelia.Cometsevah@bie.edu">Cecelia.Cometsevah@bie.edu</a></td>
<td>Email: <a href="mailto:leia.madalena@bie.edu">leia.madalena@bie.edu</a></td>
</tr>
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<table>
<thead>
<tr>
<th>Mission Statement</th>
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<tbody>
<tr>
<td>The Student Services Department ensures quality support services to enhance student success. By coordinating and communicating key programs, activities and services, the Department promotes student engagement to assist students in achieving their educational goals.</td>
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<table>
<thead>
<tr>
<th>Academic Support</th>
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<tbody>
<tr>
<td>SIPI’s faculty and staff hope students will spend many productive hours in the Academic Support Center, ASC, while attending SIPI. The Center is the students' place, a place where they can study in a quiet area, engage in the dynamics of a study group, write papers or develop spreadsheets, work with a tutor, or take advantage of computer assisted instructional software and other study resources. If students are uncomfortable with computers, we can assist and help make arrangements to provide basic introductions to the computer. The ASC periodically conducts a workshop series on study skills, note-taking, resume letter writing and money management. Information on these workshops will be posted on our electronic bulletin boards, flyers and the SIPI web page. Services within the Academic Support Center</td>
</tr>
</tbody>
</table>
include the Coaching Program, First Year Counseling/Advisement, Academic Counseling/Advisement, Special Need Services, and W.K.Kellogg services to include working families, workforce development and financial literacy.

The Writing Lab is an instructor-staffed center available to students working on reading and writing assignments, regardless of the subject area. Students have access to computers with word processing software, photo editing software, and grammar checking software. Individual writers may choose to write in private cubicles equipped with dual monitor computer work stations and dry-erase boards or work in groups. The lab has group gathering tables equipped with computers and other supplies including for papers, reference books and other materials. The lab also provides quiet reading and working spaces equipped with comfortable swivel chairs and reading lamps for a more relaxed environment. During lab hours, faculty are on duty to answer questions, proofread papers, and discuss ideas as writers and readers hone their skills and refine their communication abilities.

The STEM Doorway to Success (STEM DoTS) is located in the Science & Technology Building, room 242, and it is available to for everyone at SIPI. STEM DoTS is designed to help student improve their quantitative and critical thinking skills. This lab has a group collaboration area, semi-private computers with white boards, print resources and other academic resources such as calculators, graphing paper and a workstation equipped with paper cutter, stapler and hole puncher. It is staffed by mathematics and chemistry faculty that are happy and willing to help students succeed in their academic endeavor.

COUNSELING AND ADVISEMENT SERVICES
Academic Counselors work with students to solve personal, social, career and academic problems. The counselors keep in close contact with academic programs and residential lodges, so that students who are encountering difficulties may receive professional guidance and counseling. At the beginning and end of each trimester the Academic Support Center staff administers a placement assessment to new students to ensure placement in appropriate courses. In addition, a career assessment is available to assist students in exploring career interests. Counselors and instructors provide academic advisement to students. Each student admitted to SIPI is assigned an advisor. The advisor provides academic advisement to students about class schedules and programs of study.

PLACEMENT TESTING AND STATUS
Entering students who do not meet at least one of the criteria below will be required to take a placement test.

All new SIPI students are required to take a placement test, unless they possess:

- ACT Assessment report that shows a composite score of 18 or higher
- Transfer credit, with a grade of C or higher, for courses that are equivalent to ENGL 101 and MATH 121. Credit must have been earned within the past five years.

Placement testing provides assessment of students’ skill levels in reading, writing, and mathematics, so that students may be assigned to those foundational courses that will be most appropriate for them.

Students who score below the SIPI-determined cut score on the placement test will be placed in Adult Basic Education (ABE) developmental courses, where they will take the Test of Adult Basic Education (TABE). ABE faculty will meet with students to review TABE scores and discuss the course options available to them.

DUAL CREDIT PROGRAM
Southwestern Indian Polytechnic Institute (SIPI) dual credit courses provide qualified federally enrolled tribal high school students an affordable opportunity to experience college-level courses and the likelihood of students creating a postsecondary pathway, while reducing student/family expenses and time in attaining degrees.

Definition of Dual Credit:
SIPI’s Dual Credit program allows eligible high school students to enroll in college classes along with high school classes and receive both high school and college credit(s). Dual Credit courses are taught by SIPI credentialed full-time and adjunct faculty who instruct both college and high school students on SIPI’s campus.

Dual Credit does not apply to vocational, college ready, or physical education courses offered by SIPI and other colleges. The term “Dual Credit” is not to be confused with “Concurrent Enrollment” in which eligible high school students take SIPI courses for college credit, but not for high school credit.

Two Categories of Dual Credit Courses:
Dual credit courses will count toward two degree programs within two institutions concurrently: one toward a SIPI degree and one toward a high school diploma.

1. SIPI will offer the college course credit hours, in which students take college-level classes toward a SIPI degree program or certificate, which can be transferred to another college or university. Credits are recorded by the SIPI Registrar’s Office and maintained as part of the student’s academic records.
The partnering Local Education Agencies (LEA) or secondary education institutions will offer the secondary credit hours that count toward a high school diploma. These credits are recorded separately at each high school.

The SIPI Dual Credit is sanctioned by a Dual Credit Memoranda of Agreement between SIPI and LEA.

**HOUSING AND RECREATION**

### Student Rights and Responsibilities

All SIPI students have specific legal rights and responsibilities as written in the Student Handbook. Copies may be obtained from the Office of Student Services and the office of the Student’s Rights Specialists or the website: www.sipi.edu.

### Residence Life

The Department of Housing provides two traditional style residential facilities, which provides accommodations for approximately 380 (this is with 3 students assigned to a room) 256 (2 assigned to a room) students, which includes two rooms to accommodate students with disabilities per dorm. Golden Eagle Lodge (GEL) provides accommodations for male students and Four Winds Lodge (FWL) accommodates female students.

Full-time students in good standing are eligible for on-campus residency. Full-time students are defined as those carrying a minimum of twelve 12 credit hours per trimester. Students who drop or dis-enroll from a class and fall below 12 credit hours are considered part-time and are no longer eligible for on-campus residency. Non-degree seeking students are not eligible for on-campus residency.

### Campus Recreation

The Residence Life Program offers a wide variety of recreational activities for residential students and the larger college community. Activities include fitness training, intramural and extramural sports, club sports, public entertainment events, outdoor recreational activities, leadership training, team building, and special events. Schedules of various activities are posted on the digital signage of each building on campus which includes the lodges, the gym, the Academic Support Center, and other academic buildings. Students are required to present a valid SIPI ID in order to participate in any activity that involves a cost to the sponsor (e.g., movies, Balloon Fiesta, etc.), or to check out recreation equipment.

### Mail Service

Student mailboxes, located in the SIPI Residential, are available to all on-campus students. Mail is distributed twice daily, Monday through Friday.

### Food Service

SIPI provides food services through the on-campus dining hall. Hot meals and a fresh salad bar are featured daily; three meals are provided on weekdays (breakfast, lunch and dinner), and two meals are provided on the weekends, (brunch and dinner). Staff/Faculty, guests and students not on a meal plan must pay for their meals. Prices are posted at the cafeteria. Meals are served during the following hours:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday-Friday</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunch</td>
<td>7:30 am to 9:00 am</td>
<td>11:30 am to 1:00 pm</td>
<td>5:00 pm to 6:30 pm</td>
</tr>
<tr>
<td>Dinner</td>
<td>4:00 pm to 6:00 pm</td>
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</tr>
</tbody>
</table>

Holidays & Weekends: Brunch 10:00 am to 12:00 pm

### STUDENT ORGANIZATIONS AND CAMPUS ACTIVITIES

There are a number of student clubs on campus. Clubs are active on a term by term basis, as determined by student interest. Recent student clubs include: American Indian Business Leaders (AIBL), Basketball Club, Inter-Tribal Dorm Council, Native Skills USA Culinary Club, New Optical Image, Phi Theta Kappa (must have a GPA 3.5 or higher), and Natural Resources Club. The Student Senate information board, located in the Academic Support Center, has more information about which clubs are active in any given term, and what their mission and activities are. Information about currently active clubs, with their missions and activities, is posted on the Student Senate information board in the Academic Support Center.

Students have the opportunity to form their own club. Interested students must complete a Plan of Operations, which is available at the Student Senate Office, and have the application approved by the SIPI Student Government Association and administration.

### Student Government Association
The Student Government Association is comprised of four elected officers: President, Vice-President, Secretary, and Treasurer. Student Government Association elections are held each fall trimester. This body acts as the voice for the students on matters that concern the students as a whole. The Student Government Association is composed of members of the student recognized clubs and organizations and students of SIPI.

### Alcohol and Drug Free Campus

SIPI recognizes illegal non-prescription drug and alcohol abuse as a potential health, safety, and security problem to the students and to the SIPI community. The full policy is provided in the Student Handbook and on the SIPI web site at [http://www.sipi.edu/apps/pages/index.jsp?uREC_ID=829017&type=d&pREC_ID=1208760](http://www.sipi.edu/apps/pages/index.jsp?uREC_ID=829017&type=d&pREC_ID=1208760).

### STUDENT RIGHTS AND RESPONSIBILITIES

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### Student Complaints

The Student Complaints Policy provides a uniform process to ensure that student complaints are heard and properly tracked. This process will be used by SIPI faculty, staff, and students to accept and process student-initiated complaints. The purpose of this policy is to provide a method for prompt and equitable settlement of student-initiated complaints in which no other forum is available. This tracking process will be used to monitor and improve customer service for students. The Student Complaints Policy and Student Complaint Form are available at the College Operations office in the Administration Building or on the SIPI website at [http://www.sipi.edu/students/Student-Complaint-Form.pdf](http://www.sipi.edu/students/Student-Complaint-Form.pdf).

### SIPI/YDI EARLY CHILDHOOD LEARNING CENTER

The Southwestern Indian Polytechnic Institute (SIPI), SIPI Board of Regents, and Youth Development, Inc. (YDI) Head Start/Early Head Start have partnered to provide an Early Childhood Development Laboratory School on the SIPI campus. The Laboratory School is designed to:

- Provide quality early childhood education for income-eligible students who are enrolled in training or college-credit classes at SIPI.
- Enhance the Early Childhood Education classes currently being offered at the College through a hands-on learning environment and laboratory school.
- Serve as a clearinghouse for age-appropriate and culturally-appropriate materials and practices that support the social, emotional, physical, and cognitive growth of Native American children and the well-being of their families.

The Laboratory School will address the demand for high quality, credentialed early childhood educators and childcare providers at the local, state, and national level. Students in the Early Childhood Education degree or certificate programs at SIPI are able to complete practicum experiences at the Early Childhood Learning Center.

Space is limited, so **students should apply as soon as possible. YDI cannot guarantee placement for everyone who applies.**

For more information call 505-922-6524 or visit [www.ydinm.org](http://www.ydinm.org).

### LIBRARY SERVICES

**Information**

<table>
<thead>
<tr>
<th>Jolene Manus, Librarian</th>
<th>Tedra Begay, Library Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: (505) 792-4498</td>
<td>Phone: (505) 922-4097</td>
</tr>
<tr>
<td>Email: <a href="mailto:jolene.manus@bie.edu">jolene.manus@bie.edu</a></td>
<td>Email: <a href="mailto:tedra.begay@bie.edu">tedra.begay@bie.edu</a></td>
</tr>
</tbody>
</table>

Location: Library Building  
Hours: 8:00 am – 5:30 pm Monday – Thursday  
8:00 am – 4:00 pm Friday

**Purpose:** SIPI Library exists to support the educational goals of SIPI constituents by providing relevant information resources. **ENCORE**, SIPI Library’s online catalog can be accessed at [https://sipi-mt.iii.com/iii/encore](https://sipi-mt.iii.com/iii/encore)

The SIPI Library is available to all enrolled students and other SIPI affiliates. The library’s collection has approximately 20,000 book titles, about 100 journal titles, and other periodicals for recreational reading. SIPI Library also subscribes to numerous electronic databases for access to national newspapers, academic journals and eBooks.

The SIPI Library offers said services to students, faculty and staff. The following are the main services offered:

- Information Literacy Instruction
• Reference Services (finding materials)
• Study areas
• Availability of 15 computers and 2 scanners are available for student use; the library is a Wi-Fi zone.

**Borrowing:**
Borrowing privileges are available to SIPI students, faculty and staff. You must present your SIPI ID to check out or renew materials. Other official photo identification is acceptable.

**Number of Items**
- Students: 10 including 3 Audio Visual materials.
- Faculty and Staff: 30 including 5 Audio Visual materials.

**Borrowing Period**
- Books: 30 days/student with two renewals; 60 days/faculty & staff.
- Audiovisual: 3 days/student with one renewal; 7 days faculty & staff
- Magazines and newspapers (back issues): 10 days
- Calculators: due at the end of the trimester
- Camera’s and Video camera’s: 10 days
- Reference Materials, Native American Reference and Oversize materials do not circulate.
- Faculty can request to Reserve Materials for a course

**General Rules of Conduct in the Library:**
Patrons will conduct themselves in the manner set forth and already stipulated in the student handbook. All individuals who use SIPI Library are expected to be respectful of self and others; maintain a minimal noise level so as not to disturb others; and appropriately discard food and drink. If there are questions or concerns please contact the SIPI Librarian.

**Overdue & Lost Books and Materials:**
Books and materials checked-out from the library that are not turned in at the end of the term will be classified as missing, and the cost of the book/item will be billed to your student account.

**GENERAL ACADEMIC POLICIES**

<table>
<thead>
<tr>
<th>System of Course Descriptions and Numbering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course descriptions are arranged alphabetically by subject and course numbers. The course value in credit hours is indicated in parenthesis after the course title.</td>
</tr>
<tr>
<td>Courses numbered 098-100 are preparatory or developmental courses and not eligible for college credit.</td>
</tr>
<tr>
<td>Courses numbered 101-199 are college-level courses usually taken at the freshmen level, during year one.</td>
</tr>
<tr>
<td>Courses numbered 200-299 are college-level courses usually taken at the sophomore level, during year two.</td>
</tr>
</tbody>
</table>

**Credit Hour**
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and minimum of two hours of out-of-classroom student work each week for approximately fifteen weeks for one trimester hour of credit;
2. Or at least an equivalent amount of work as required in paragraph (1) of this definition, for other activities as established by this institution, including laboratory work, internships, practice, studio work, and other academic work leading toward the award of credit hours.

A trimester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a trimester of not less than fifteen weeks. (Carnegie unit: 1 Credit hr. = 50 minutes for 15 weeks). This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study.

**Course Load**
The normal course load for each trimester is 12 to 18 credit hours. Twelve credit hours constitute a full load for residence lodge accommodations and for cafeteria meals. Students requesting to register for more than 18 hours must seek permission from the Vice-President Academic and must meet certain criteria.

- Full-time enrollment is 12 or more credits per trimester.
- Three-quarter-time enrollment is 9 to 11 credits per trimester.
- Half-time is 6 to 8 credits per trimester.

**Enrollment Status**

Certificate and Degree
Students that been accepted into a program of study and intend to earn a certificate or degree.

**Non-Degree**
Students who have been accepted but do not wish to earn a degree or have not chosen a degree program of study. These are students who usually plan to enroll in college-level courses only; non-degree status has a maximum of three trimesters of study to enter a certificate or degree program.

**Non-Certificate**
Students who have been accepted but do not wish to earn a certificate or have not chosen a degree program of study.

**Adult Basic Education and Developmental Education**
A program for students who have been accepted and recommended for placement in ABE or Developmental Education to develop career and/or postsecondary skills. These are students who are in developmental studies and will be considered degree seeking and will be classified under the Liberal Arts CIP code: 24.0101, A or D alpha characters placed at the end of CIP Code will be used internally to differentiate placement levels. Students have a three (3) trimester limit to complete the ABE or Development Education program.

**Adding/Dropping Courses**
Students may add or drop courses by the end of the first week of classes during a trimester. An exception will be made after the first week of classes if a course is cancelled due to low enrollment. *(See academic calendars for dates.)*

**Withdrawing Courses**
Students may voluntarily withdraw from one or more courses no later than the week after mid-term exams without a penalty. A final course grade of W will be recorded on the student’s transcript for each course from which the student withdraws. *(See academic calendars for dates.)*

**Auditing a Class**
Students may audit any class by obtaining instructor approval and registering for the course. Only courses numbered 101 or above may be audited. All audit course approvals or changes must be completed by the trimester calendar drop/add deadline. Students who audit courses have the same responsibilities as other students and are responsible for checking with the instructor regarding homework assignments, examinations, and attendance policies that will be required while enrolled.

No credit is awarded for audited courses. They will not be included in the total course load for purposes of enrollment certification used to determine full time status, residence lodge privileges, and financial aid eligibility. Courses taken for audit may be repeated for credit. Audit courses appear on the academic record.

**Pre-requisites and Co-requisites**
- **Pre-requisite:** A prerequisite is a requirement that must be successfully completed before a student may enroll in a course. Examples of prerequisites include other courses, a minimum GPA or upper-division standing. All prerequisite courses must be completed with a grade of “C” or better.
- **Co-requisite:** A co-requisite is a course that is required to be taken in combination with another course.

Students are permitted to challenge a pre-requisite or co-requisite based on coursework completed at another institution and must provide an official transcript in advance of registering for the course requiring the prerequisite. Prerequisites can also be fulfilled by various test scores (Accuplacer, ACT, SAT, or a challenge exam). Find out about prerequisites prior to registration using the SIPI catalog as listed in course descriptions. Speak with an academic advisor for further assistance.

**Course Challenge**
Students may, with written approval of the instructor and department chairperson, take a special examination to establish credit in courses listed in the catalog. Students must satisfy the following criteria:

1. Must not have been previously enrolled in the course at SIPI or elsewhere;
2. Must be enrolled in 12 or more credit hours (not including the challenge course);
3. Proposed course to be challenged must be numbered 101 or higher; and
4. A maximum of two general education or major core program courses may be challenged.

Students may satisfy a maximum of 20% of total course requirements through course challenge. Only one challenge per course is permitted. Course prerequisites must be fulfilled when challenge is unsuccessful and prior to challenging a course. Students must enroll in challenged courses that are required in the program of study.
Success course challenges satisfy course requirements in the program study. Challenge credit earned will not be used to calculate the grade point average (GPA), satisfy lodge residency requirements, compute full-time status, or satisfy financial aid criteria.

<table>
<thead>
<tr>
<th>Class Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is SIPI policy that students registered for credit courses are expected to attend all class sessions. Attendance shall be taken and recorded each day of class by each instructor. If a student is not in class, the instructor will record an absence. A student arriving more than five minutes late or leaving without permission will also be recorded as absent. A student who is absent from any class on three or more consecutive hours without notification will be dis-enrolled from the class. The student is entirely responsible for: (1) keeping track of all absences, tardiness and missed class work for each course; (2) the consequences of the absences, tardiness, and missed class work; and (3) notifying appropriate instructors of any necessary absence from class. Absences may be allowed by an instructor within a specific percent of contact hours, which is stated in the course syllabi. It is the responsibility of the student to track their absences. If a student is absent beyond the allowable absences, he/she will be dis-enrolled from the class. In addition, instructors may dis-enroll a student from a course for lack of progress when the student fails to prepare sufficiently for the subject content, persistently neglects class preparation and/or assignments, or demonstrates inability to make satisfactory academic progress. A student may appeal a disenrollment providing there is justifiable documentation.</td>
</tr>
</tbody>
</table>

| Note for Veterans Funded by the Veterans Administration: |
| Absences may be allowable by an instructor within a specific percent of contact hours required per credit hour courses. Limitations for absences will be as follows: |
| • Ten percent of contact hours for all one (1) hour (including science labs), two (2) hour, and three (3) hour credit courses |
| • Five percent of contact hours for all two-hour and three-hour block classes. |
| Grade penalties may be applied for all class absences that exceed the five and ten-percent limitations. In addition, instructors may dis-enroll a student from a course for lack of progress when the student fails to prepare sufficiently for the subject content, persistently neglects class preparation and/or assignments, or demonstrates inability to make satisfactory academic progress. |

| Tardiness |
| A tardy occurs when a student is late to class up to five minutes. A student who is tardy more than five minutes will be recorded as being absent; every third tardy will be converted to an absence and recorded as such. |

| No Shows |
| If a student has registered for a class, but fails to attend class two consecutive class sessions at the beginning of a trimester, he/she will be dis-enrolled as a “no show.” This may include any student who was pre-registered for a class but failed to notify the department chairperson, counselor, and/or advisor of their intent to withdraw. |

| Class Abandonment |
| Any students absent from any class for three consecutive class sessions without notification will be dis-enrolled from class with no appeal rights. |

| Grading |
| Grades |
| Grades are issued and recorded at the midterm and the end of the trimester. The grade earned in each course is indicative of the quality of work completed. The grading scale, except for HSE, is as follows: |

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Minimally Passed</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>The grade of “I” is given only when circumstances beyond the student’s control have prevented the completion of coursework within the official dates of the session.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Withdrawal; grade from the beginning of the trimester through the published “last day to withdraw with a ‘W’” date, if a student withdraws or is disenrolled from a course. Previous course disenrollment’s that were processed and that resulted in a ”W” will remain the same. All withdrawals or disenrollment’s occurring after the published “last day to withdraw with a ‘W’” date and all improper withdrawals regardless of when they...</td>
</tr>
</tbody>
</table>
occur will be recorded as a letter grade of "F". Exception(s) being students who withdraw for medical reasons with verifiable documentation; or students who withdrawal due to military obligations with verifiable documentation (military orders or evidence of enlistment).

<table>
<thead>
<tr>
<th>AU/S</th>
<th>Audit Satisfactory</th>
<th>To indicate a student has satisfactorily completed all course requirements for an Audit course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU/W</td>
<td>Audit Withdrawal</td>
<td>To indicate that the student did not complete the course requirements and/or withdrew from an Audit course.</td>
</tr>
</tbody>
</table>

Note: HSE courses are graded using PS/FL/W and are not included in any GPA calculations.

### Grade Point Average System

A grade point average (GPA) is computed by dividing the total quality points by the total hours attempted in the following way:

Grade points are computed by multiplying the number of credit hours earned per individual course by the quality point value assigned to the grade. For example, a three credit hour course with a grade of B = 9 quality points (three credit hours multiplied by three quality points value). Courses attempted that earned an F are included in the calculation.

The total number of quality points earned in all courses is divided by the total number of hours attempted. The result is the GPA. GPAs (including cumulative GPAs) will be rounded to two decimal places (e.g. 2.8921 = 2.89).

### Academic Standing

Students are expected to maintain a minimum 2.00 Cumulative GPA throughout their program of study. When a student receives a final grade of A, B, C, D, or F, they are considered credit hours attempted and earned. "I", Incomplete grades earn no credits and are not considered hours completed. Transfer credit hours accepted by SIPI are not calculated in cumulative grade point averages for determining satisfactory progress.

### Academic Probation and Academic Suspension

#### Academic Probation

All SIPI students are expected to maintain an overall GPA of 2.00, or C, GPA to remain in good academic standing. Students who earn a trimester GPA below 2.00 will be placed on academic probation for the next trimester enrolled. Students on academic probation must raise the trimester GPA to 2.00 or higher during that trimester to return to good academic standing. A student on academic probation is not eligible to hold office in the Student Senate, and cannot pre-register for the following trimester.

#### Academic Suspension

Students on academic probation who fails to earn a trimester GPA of 2.00 or higher will be placed on academic suspension, as shown below:

- The first suspension is for one trimester.
- The second suspension is for one calendar year.
- The third suspension is permanent. After one year following the third suspension, if unusual circumstances warrant it, the student may petition the Vice President Academic Programs for readmission, through the Director of Admissions and Financial Aid.

Eligible students applying for readmission to SIPI must go through readmission procedures. All Students readmitted from academic suspension are automatically placed on academic probation for the first trimester following readmission. If a readmitted student is placed on academic probation for a readmitted trimester, and the student earns a 2.00 or higher GPA, the student will return to good academic standing at the beginning of the next admitted term. If the readmitted student fails to achieve a 2.00 GPA, the student will be academically suspended as specified by academic standards policy.

**NOTE:** ACADEMIC SUSPENSION IS FINAL AND CANNOT BE APPEALED.

Students placed on Academic Probation or Academic Suspension is subject to additional regulations regarding Financial Aid Satisfactory Academic Progress (SAP). Students should contact the Financial Aid Office for pertinent regulations.
Double Degrees

Students who wish to pursue a double major must request approval from the appropriate department chairperson(s) and the Vice President Academic Programs through a Petition to Major in Two Disciplines. Double major requests must be submitted with the first two trimesters of enrollment at SIPI. Double majors must be equivalent in purpose or compatible with student goals. No student may declare more than two programs of study.

Change of Major

Students may request a change of major by completing a team action form with the academic advisor, and department chair(s). The following criteria will apply:

- In order to transfer from a certificate program into a degree program, students must have acceptable math and/or reading test scores; 2.0 or better cumulative GPA in all course work and recommendation from the student’s advisor.
- Major change requests must be approved by the department chairperson(s) for each affected major
- Students may not change majors more than two times, with these exceptions:
  - The Adult Basic Education (ABE), High School Equivalency (HSE) and are considered preparatory studies rather than majors, and are not subject to the limit on change of majors.
  - Students who transfer from a certificate program to a degree program are not subject to the limit on change of majors

Students are allowed to change an occupational or academic discipline only twice. No student may enroll in more than two programs at SIPI. The Adult Basic Education (ABE), High School Equivalency Certificate (HSE) and the technical preparation studies do not constitute a discipline, and are considered preparatory.

Students petitioning to transfer from a certificate program to a degree program will not be affected by the criteria cited above. Criteria for transferring from a certificate to a degree program will remain the same, i.e., acceptable math/reading test scores, 2.0 or better cumulative GPA in all course work and/or recommendation from the student’s advisor. All petitions to change an occupational or academic discipline must be approved by the department chair.

Maximum Time Frame

Students in Adult Basic Education (ABE), developmental, or non-degree status have a maximum of three trimesters of study to enter a certificate or degree program. Students enrolled in the HSE program have a maximum of two trimesters to obtain their high School diploma. Students will not be granted extensions beyond those limits. Students receiving financial aid cannot exceed 150% of the published length of the program measured in academic terms or credit hours. For example, if the length of an associate’s degree program is 64 credit hours, the maximum period must not exceed 96 attempted credit hours. Students should contact the Financial Aid Office for additional information.

Grade Replacement

Grade Replacement and Course Repetition

College-credit courses may be repeated only once, such as to replace a W or F or to improve a grade of D. Students who wish to repeat a course more than once must seek approval from the Vice President for Academic Programs. Developmental courses may be repeated until mastery (i.e., a passing grade of C or better) is achieved. All grades earned will be recorded in students’ transcripts, but only those grades approved for grade replacement will be used to calculate the cumulative GPA. Only course work being applied toward an Associate’s Degree and/or Certificate may be considered for grade replacement. Grade replacements may be applied to no more than 12 hours of course work. Grade replacements must be requested and approved prior to graduation from SIPI. Students must initiate the Grade Replacement Petition through their advisor by the end of the drop/add period of the trimester in which a course is repeated. The course numbers must be identical, except where equivalencies or a change has been noted in academic policies. The process is as follows:

- Fill out a Grade Replacement Petition provided by the department chair;
- The student and the advisor must sign the petition;
- The department chair must sign the petition and forward it to the Admissions Office.

Grade Change Appeal

An appeal made by a student to change a grade may be considered when the possibility of an error exists in the calculation of the grade. No grade will be changed simply as a result of submitting an appeal. An appeal for a grade change made to the department chairperson will be considered before it is posted to the transcript.

Removal of Incompletes

The grade of I is assigned only during the final grade report period for 101 level courses and above, and only in those instances when the student is doing passing work, but is unable to complete the required work due to circumstances
beyond his/her control, (e.g., automobile accident on the way to class, a verifiable and documented family emergency, medical emergency, etc.).

It is the student’s responsibility to notify his/her instructor of the circumstances that will prevent completion of the course on time. The instructor and the student must then prepare an Incomplete Grade Form (IGF) and submit copies to the student’s advisor, Director of Admissions, and Department Chair.

The IGF shall list the reason for the course incompletion, the academic conditions that must be completed by the student to successfully convert the I grade to a final grade, and the date that it must be completed within one calendar year. In no instance shall a grade earned from retaking the course replace the I grade. Converted I grades will be reflected on the student’s permanent academic record as a letter grade, complete with grade points, and an adjusted cumulative GPA. It is the student’s responsibility to make arrangements with the instructor to convert incomplete grades.

The following is the process for converting an Incomplete:

- When notified by the student, the instructor prepares and files the student’s IGF with the student’s advisor, the Department Chair, and the Director of Admissions.
- Incomplete grades must be converted by the published ending date of the following trimester in which the student enrolls. An I that is not changed within one calendar year from the time the grade is submitted will automatically become a failing F grade.
- When the I is converted, the student’s permanent record will reflect the grade, grade points, and an adjusted cumulative grade point average (GPA).

### Academic Standards

#### Academic Misconduct

Students are expected to observe and maintain the highest academic, ethical, and professional standards of conduct. This policy provides a fair and consistent process for dealing with issues of academic misconduct should they arise. Specifically this policy identifies examples of behaviors or actions that might be classified as academic misconduct and articulates the procedural steps that are followed should academic misconduct be alleged. Academic misconduct will include, but not be limited to the following:

- **Cheating** — Use of material, information, or study aids not permitted by the instructor during tests, quizzes, or other graded in-class activities. The prohibition, restriction, or permission regarding the use of such aids might be specifically stated in the test instructions (e.g., calculator use), but it need not be if their prohibition is a reasonable academic expectation for any such graded activity (e.g., use of a textbook, class notes, or a “cheat sheet” during a test). The cheating might be either premeditated (e.g., preparation and use of “cheat sheets,” securing a copy of the test beforehand) or opportunistic (e.g., looking at another student’s test paper).

- **Plagiarism** — Use of another person or of a group’s words or ideas without clearly acknowledging the source of that information, resulting in the false representation of another’s work as one’s own work. To avoid plagiarizing, a student or other writer must give credit when he/she uses:
  - another person’s idea, opinion, or theory
  - any facts, statistics, graphs, drawing—any pieces of information—that are not common knowledge
  - quotations of another person’s actual spoken or written words
  - paraphrases of another person’s spoken or written words
  - another person’s data, solutions, or calculations without permission and/or recognition of the source, including the act of accessing another person’s computerized files without authorization
  - Plagiarism may be either deliberate or unwitting; that is, it is the responsibility of a college student to know what constitutes plagiarism.

- **Falsification/Fabrication** — Unauthorized changing of grades on an examination, in an instructor’s grade book, grade transcripts, or on a grade report, or access to academic computer records;
  - It also includes misrepresenting or falsifying information in filing an application or other college records in, or for, academic departments.

- **Unauthorized Collaboration** — Intentional sharing of information or working together in an academic exercise when such collaboration is not approved by the instructor, and

- **Facilitating Academic Dishonesty** — Intentionally or knowingly helping or attempting to help another to violate any provision of this policy.

#### Procedures

Cases involving academic misconduct and/or dishonesty are handled within the academic department responsible for the course. Faculty and/or the department chairperson have the authority to issue a sanction up to a grade of zero for any assignment in which academic misconduct has occurred. In serious or repetitive incidents, the department chairperson may impose sanctions such as issuing a failing grade for the course, academic probation, suspension or
expulsion. If a student does not feel that a just sanction was imposed, the student has the option of appealing an instructor’s decision to the department chairperson within five working days of receiving a decision by an instructor. If a student does not agree with the department chairperson’s decision, a student may choose to appeal the department chairperson’s decision to the Vice President for Academic programs or his/her designee. This is the last level of appeal.

Initial Steps Taken by an Instructor
If an instructor suspects a student has engaged in academic misconduct and/or dishonesty, the instructor should document what has occurred (e.g., what was observed or discovered that led to this belief) and must meet with the student. The goal of the meeting is twofold: (1) to inform the student of the allegation and review the evidence with the student; and (2) to provide the student with the opportunity to respond to the allegation by presenting his/her own evidence or by commenting on the allegation(s) and the related evidence. The meeting with the student should occur as soon after the incident as possible (preferably, immediately after the class session in which the alleged incident occurred).

Academic Sanctions
Once the student has had an opportunity to respond to the allegations, the instructor must determine whether academic misconduct and/or dishonesty have occurred (based on a preponderance of the evidence). If the instructor determines that academic misconduct and/or dishonesty has occurred the instructor may either: 1) impose an academic sanction up to and including a “0” on the assignment or test; or 2) contact the respective department chairperson to coordinate a more severe penalty for the offense (e.g., an F for the course, or removal from a program). In either case, the student must be notified by the instructor (either in person at the initial or subsequent meeting, by phone, or by e-mail) regarding the instructor’s decision and the sanction that will be imposed.

Centralized Reporting
Once the decision is complete, the department chairperson will generate an official SIPI letter to the student summarizing the academic misconduct incident and the sanction to be imposed. In addition, the letter will provide information about the student’s right to appeal. The department chairperson’s letter will be maintained in his/her office and will not be added to the student’s official record.

Appeal Process for Academic Misconduct
The student may appeal any academic misconduct and/or dishonesty determination or sanction imposed by the department chairperson by submitting an appeal request in writing to the Vice President for Academic Programs within five business days after receipt of the department chairperson’s notification letter. The appeal must include the following:

1. The name of the individual requesting the appeal.
2. The name of the instructor who imposed the academic sanction and the information regarding
3. The course (course name, course number, section number).
4. Description of the sanction that was imposed.
5. The grounds for appeal. These grounds may include, but are not limited to, the procedure that was followed, the factual basis for the determination, and/or the severity of the sanction.

Final Examinations
Final examinations are given at the end of each trimester. Students must take their final examinations during the scheduled time period. Students who fail to take final examinations may receive a failing grade and jeopardize their academic status.

Graduation Requirements
Associates Degree:

1. Must have been formally admitted to SIPI;
2. Must submit a Petition to Graduate by the seventh week of instruction through the student’s academic advisor during the trimester they wish to graduate;
3. Must have completed ALL general education and degree requirements in the program of study;
4. Must have C grades or better in all courses required by the program of study, and
5. Have a cumulative grade point average of 2.0 or better.

Students who graduate from a degree program will not be allowed to re-enroll at SIPI to pursue another certificate or degree until after one full calendar following graduation. After one year, a SIPI graduate may apply for readmission to upgrade current skills in a non-degree status. Petitioning to enroll in a new program will be considered by the Director of Admissions. Decisions will be based on each applicant’s needs and the merit of each request. An exception will be made for a student who graduated with a certificate of completion.
Certificate:
1. Must have been formally admitted to SIPI;
2. Must submit a Petition to Graduate by the seventh (7th) week of instruction, during the trimester they wish to graduate, through the student’s academic advisor;
3. Must have completed ALL general education and degree requirements in the program of study;
4. Must have C grades or better in all course work used on program of study; and,
5. Have a cumulative grade point average of 2.0 or better.

Withdrawing from SIPI
Students who withdraw from SIPI for any reason must follow the procedures below. Failure to do so may result in failing grade(s). It is the student’s responsibility to ensure that all necessary signatures are collected.
1. Complete a Student Withdrawal Form (available from the Admissions and Records Office).
2. Follow the Student Schedule clearance process for book returns
3. Obtain required signatures.
4. Return completed Student Withdrawal Form to Admissions and Records Office for final processing.

Petitioned Graduates withdrawing from SIPI are also required to complete the Student Action Form and to:
- Meet with the Enrollment/Placement Counselor to discuss and identify plans after graduation.
- All residential students must receive clearance from the residential staff that linens, room keys, and damages, if any, have been accounted for.
- Students receiving financial aid must clear with SIPI Financial Aid Office.
- When the form is completed, the student is to take it to the Admissions Office for processing.

Military Withdrawals
Students who withdraw from SIPI before the end of the 12th week of the trimester due to military obligations are entitled to a grade of W in each course in which they are enrolled. Military orders or evidence of enlistment must be made available to the Vice President Academic Affairs. Students who withdraw due to military obligations after completing 12 weeks of instruction will receive full credit for each course in which they are enrolled provided the instructor certifies a grade of C or better for the course at the date of formal withdrawal. They will receive a grade of W if the instructor certifies a grade of less than C. Students in their final trimester who have satisfactorily completed at least half of the work in all current courses, and are otherwise eligible for graduation, may be certified for graduation.

ACADEMIC RECOGNITION

President’s Honor List
The President’s list honors those students enrolled in 12 college-level credit hours or more who earn a trimester GPA of 4.00 at the end of a trimester.

Vice President’s Honor List
The Vice President’s list honors those students who are enrolled in 12 or more college-level credit hours who earn a trimester GPA between 3.50 and 3.99 at the end of a trimester.

The President invites those students who meet the membership requirements to join the Beta Beta Iota Chapter of the Phi Theta Kappa International Honor Society. To be eligible for membership, students must:
- be enrolled in 12 credit hours or more;
- be accepted into a degree program;
- be at least a second trimester student; and
- have a cumulative GPA of 3.50 or above at the time of membership enrollment

STATEMENT ON GENERAL EDUCATION
SIPI’s certificate and undergraduate degree programs include a coherent general education requirement consistent with SIPI’s mission. It ensures breadth of knowledge and promotes intellectual inquiry. These general education criteria have also been adopted and deemed appropriate within SIPI’s technical programs, High School Equivalency (HiSET), Adult Basic Education and Developmental Education Program.

The general education component prepares students to live in and contribute to a dynamic, complex and multicultural world as productive life-long learners and tribal members, in an ever changing global environment. In support of this philosophy, SIPI is committed to providing student learning experiences meant to develop and enhance such abilities as critical thinking, communication (written and oral), interpersonal skills, and an appreciation of their cultural legacy. In addition, the College provides coursework that allows students to explore the modes of inquiry of the major disciplines and have learning experiences that allow them to broaden their education base. General education allows students to gain an appreciation of the creative arts, understand multicultural and diverse perspectives, articulate the human condition, analyze the natural world through mathematics and science, and make meaningful and ethical decisions. SIPI
intends for those students who complete the general education requirement to possess the knowledge and skills essential to their development as an individual, as tribal members, and as global citizens.

### General Education Core Competencies

SIPI has identified four general education core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI’s basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs.

The SIPI general education core competencies are:

- **Communication**: Students will be able to effectively communicate ideas to others in correct ways.
- **Interpersonal Skills/Teamwork**: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level.
- **Cultural Legacy**: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- **Critical Thinking**: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

### GENERAL EDUCATION COURSE TRANSFER CURRICULUM

#### Core Transfer Courses

The following General Education Course Transfer Curriculum was developed by the State of New Mexico Higher Education Department (HED) to facilitate the transfer of students among New Mexico’s institutions of higher education Chapter 21, Article 1B NMSA 1978. In accordance with policies established by the New Mexico HED, designated general education core courses successfully completed at any regionally-accredited public institution of higher education in New Mexico are guaranteed to transfer to any other New Mexico public institution. Students enrolling at a New Mexico institution who wish to prepare for transfer into a baccalaureate degree program at a four-year institution are advised to take these courses during their freshmen and/or sophomore years.

The approved courses guaranteed to transfer and meet general education requirements at any New Mexico public college or university can be found on the New Mexico Higher Education Department web site at: [http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx](http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx)

### GENERAL EDUCATION COURSE TRANSFER CURRICULUM

<table>
<thead>
<tr>
<th>Area I: Communication</th>
<th>9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Freshman Composition (ENGL 101)</td>
<td>3-4 hours</td>
</tr>
<tr>
<td>(b) Advanced Composition (ENGL 102, ENGL 219)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(c) Oral Communications (SPCH 130)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II: Mathematics (appropriate to transfer major) (Students may choose 1 course from list)</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) College Algebra (MATH 121)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(b) Liberal Arts Mathematics (MATH 129)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(c) Statistics (MATH 145)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area III: Laboratory Science (Students may choose courses from one or more disciplines)</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) General Biology with Laboratory (BIOL 111/111L, 121/121L, 123/123L 220/220L, NATR 200/200L)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(b) General Chemistry with Laboratory (CHEM 111/111L, 121/121L, or 122/122L)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(c) General Physics with Laboratory (PHYS 151/151L)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(d) Geology/Earth Science with Laboratory (GEOL 101/101L or AGTC 104/104L)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(e) Astronomy with Laboratory (ASTR 101/101L)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(f) Environmental Science (N/A)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(g) Other Sciences (NATR 200/L, BIOL 220/L)</td>
<td>4 credits</td>
</tr>
<tr>
<td>(h) Introduction to Plant Science (AGTC 104/L)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area IV: Social/Behavioral Select Science</th>
<th>6-9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min. of 6 credits; must have 15 credits between this area and Humanities and Fine Arts</td>
<td></td>
</tr>
<tr>
<td>(a) Economics (Macro or Micro) (ECON 200 or 201)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(b) Introductory Political Science (POLS 110 or 200)</td>
<td>3 credits</td>
</tr>
<tr>
<td>(c) Introductory Psychology (PSYC 105)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
(d) Introductory Sociology (SOCL 101 or SOCI 150)  3 credits
(e) Introductory Anthropology (ANTH 101 or 130)  3 credits

Area V: Humanities and Select Fine Arts  6-9 credits

Minimum of 6 credits; must have 15 credits total between this area and Social/Behavioral Sciences

(a) History Survey Western Civilization (HIST101)  3 credits
  • U.S. History before 1877 (HIST 161), U.S. History since 1877 (HIST162); History of Pre-Columbian America (HIST218); History of Indian Education (HIST260)
(b) Introduction Course in History, Theory or Aesthetics of the Arts or Literature  3 credits
  • Introduction to Art (ARTH101), Art foundations (ARTH 102); Navajo (NAVA 101, 102); Spanish (SPAN 101, 102); Sociology (SOC 150)
  • Literature: Topics in Literature (Native American, LITR 211); American Literature (LITR 296)

COMMON CORE REQUIRED TOTAL  35 credits

New Mexico Business Transfer Courses

The New Mexico Business Articulation and Transfer Matrix, shown below, was developed by the New Mexico Collegiate Business Articulation Consortium (NMCBAC), whose purpose is to facilitate business classes transferring between New Mexico’s two and four year public institutions. In conjunction with the General Education Course Transfer Curriculum, select business classes will provide students with two-year degrees in Business that will transfer to other New Mexico public colleges and universities. The core matrix of approved courses guaranteed to transfer and meet business requirements at any New Mexico public college or university can be found on the New Mexico Higher Education Department web site at https://www.mgt.unm.edu/nmcbac/transfer-matrix
| Central New Mexico (CNM) CC (4/14) | BA 1101 | IT 1010 | ECON 2200 | ECON 2201 | FIN 2210 | BA 2222 | BA 1133 | BA 2133 | ACCT 1111 & 1112 or ACCT 1110 or ACCT 1115 | ACCT 1210 | ACCT 2101 & ACCT 2102 (e) | BA 2240 | MATH 1330 |
| Clovis Comm. College (4/14) | BAD 151 | CIS 101 or CIS 120 | ECON 221 | ECON 222 | FIN 201 | MKT 201 | MGT 201 | ACCT 201 (c) | ACCT 202 (c) | BAD 215 | STAT 213 |
| Diné College (4/14) | BUS 141 | CIS 111 | ECO 200 | ECO 201 | MKT 240 | MGT 360 | ACC 200 | ACC 201 | BUS 204 | MATH 213 or BUS 265 |
| ENMU-Roswell (4/14) | BUS 151 | CIT 185 or CIT 151 | ECON 221 | ECON 222 | FIN 201 | MKT 201 | MGT 201 | ACCT 201 (c) | ACCT 202 (c) | STAT 213 |
| Luna Comm College (10/13) | BUS 105 | CSA 150 | ECON 208 | ECON 209 | BUS 120 | MKT 201 | MGMT 207 | ACCT 200 (c) | ACCT 201 (c) | MATH 130 |
| Mesalands Comm College (4/14) | BUS 101 | CS 123D | EC 213 | EC 223 | BU 213A | BU 223A | AC 114 | AC 124 | AC 213 | BS 213 | BS 223 |
| NM Junior College (4/14) | BU 113 | CS 110 | ECON 251 | ECON 252 | FIN 206 | MKTG 2113 | MGMT 2113 | ACCT 2113 | ACCT 2123 | MATH 2313 |
| NM Military Institute (4/14) | BUSA 1113 | BCIS 1113 | ECON 2113 | ECON 2123 | | MKTG 2113 | MGMT 2113 | ACCT 2113 | ACCT 2123 | |
| NMSU-Alamogordo (4/14) | BMGT 110 or BUSA 111 | CS 110 | ECON 251G | ECON 252G | FIN 206 | MKTG 203 | MGT 201 | ACCT 221 | ACCT 222 | BLAW 230 | STAT 251G |
| NMSU-Carlsbad (4/14) | BUSA 111 | BCIS 110 or CS 110 | ECON 251G | ECON 252G | FIN 206 | MKTG 203 | MGT 201 | ACCT 221 | ACCT 222 | BLAW 230 | STAT 251G |
| Dona Ana Comm College (4/14) | BUSA 111 or BMGT 110 | BCIS 110 or CS 110, OEC 105 | ECON 251G | ECON 252G | FIN 206 | BMGT 210 or MGT 203 | MGT 201 | BOT 120 & BOT 121 or ACCT 221 | ACCT 222 | BMGT 231 | STAT 251G or A ST 251G |
| NMSU-Grants (4/14) | BUSA 111 | CS 110 | ECON 251G | ECON 252G | FIN 210 | BMGT 210 | MGT 201G | ACCT 221 | ACCT 222 | BLAW 230 | STAT 251G |
| San Juan College (4/14) | BADM 114 | COSC 111 or COSC 125 | ECON 251 | ECON 252 | BADM 242 | BADM 233 | ACCT 201 (c) | ACCT 202 (c) | ACCT 221 | BLAW 230 | BLAW 231 |
| Santa Fe Communit y College (4/14) | BSAD 111 | OFTC 111 | ECON 200 | ECON 201 | BSAD 245 | BSAD 240 | BSAD 211 | ACCT 121 (c) | ACCT 221 | BSAD 232 | BSAD 260 or MATH 135 |
| SIPI (4/14) | BADM 114 | COSC 107 | ECON 200 | ECON 201 | BFIN 211 | BADM 242 | BADM 130 | ACCT 201 & ACCT 202 | ACCT 250 | BADM 240 | MATH 145 |
| UNM-Gallup (4/14) | MGMT 113 | CS 150 | ECON 105 | ECON 106 | MGMT 222 | MGMT 202 or MGMT 101 & | | | BSTC 218 | STAT 145 or MGMT 290 |
Notes: (a) Point of Contact: Kathy Brook, kbrook@nmsu.edu, 575-646-4905
(b) Required degree to teach these courses is a J.D.
(c) Courses carrying four credit hours may transfer as three credits.
(d) CNM ACCT 1111, 1112 is 3 credits. ACCT 2101 is 3 credits and ACCT 2102 is 3 credits.
(e) Will accept as free elective credit only, unless from AACSB accredited program.
(f) 200 level courses that may be accepted do not count toward upper division core hour.
(g) Will accept as free elective credit only.

Date listed under name of institution reflects last date of participation in the Department of Higher Education website: http://hed.state.nm.us.

Notes: (a) NMSU BLAW 317 is preferred for accounting majors but BLAW 316 is acceptable.
(b) UNM Credit toward BBA degree given for either MGMT 309 or MGMT 310. Accounting majors must take MGT 310.
(c) Business Law must be taught by an attorney.
(d) Courses carrying four credit hours may transfer as three credits.
(e) UNM Students not having completed six credit hours of accounting shall be required to demonstrate appropriate competency in the subject area.
(f) CNM ACCT 101 is 6 credits.
(g) UNM MGT 222 - Non-BBA majors only/MGT 322 must have ENGL 102, ECON 201 equivalents as prerequisites for conditional waiver.
(h) 200 level courses that may be accepted do not count toward upper division core hour requirements.
(i) Will accept as free elective credit only.
(j) Students entering with MKTG 303 (but lacking managerial accounting and operations management) will be exempted from BUSA 422.
(k) In fall 2005, BA 150, CSCI 101, and CP 176 will become IT 101 (same content and credit hours).

*All courses except CNM, UNM Gallup, Los Alamos, and Valencia transfer in as MATH 145.

For more information contact the SIPI Department of Liberal Arts and Business Technologies (505) 346-2353.

### New Mexico Common Course Numbers for Early Childhood Education

A combination of the General Education Course Transfer Curriculum and the required Early Childhood classes will lead students to a two year degree in Early Childhood Education.

<table>
<thead>
<tr>
<th>SIPI #</th>
<th>CC #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 126</td>
<td>ECED 1113</td>
<td>Childhood Growth and Development</td>
</tr>
<tr>
<td>ECED 124</td>
<td>ECED 1122</td>
<td>Health, Safety and Nutrition</td>
</tr>
<tr>
<td>ECED 202</td>
<td>ECED 1133</td>
<td>Family and Community Collaboration</td>
</tr>
<tr>
<td>ECED 218</td>
<td>ECED 1143</td>
<td>Assessment of Children &amp; Evaluation of Programs</td>
</tr>
<tr>
<td>ECED 220</td>
<td>ECED 2152</td>
<td>Professionalism</td>
</tr>
<tr>
<td>ECED 131</td>
<td>ECED 2163</td>
<td>Curriculum Development through Play- Birth through Age 4 (Pre K)</td>
</tr>
<tr>
<td>ECED 131P</td>
<td>ECED 2162</td>
<td>Practicum - Birth through Age 4 (PreK)</td>
</tr>
<tr>
<td>ECED 231</td>
<td>ECED 2173</td>
<td>Curriculum Development and Implementation-age (Pre K-Grade 3)</td>
</tr>
<tr>
<td>ECED 231P</td>
<td>ECED 2172</td>
<td>Practicum-age 3 (Pre K-Grade 3)</td>
</tr>
</tbody>
</table>
ECED 214  ECED 2183  Guiding Young Children
ECED 204  READ 2113  Introduction to Reading and Literacy Development

Note: SIPI's Early Childhood Education Program has been approved by the New Mexico Early Childhood Education Task Force using the New Mexico Universal Catalogue of Courses for Early Care, Education, and Family Support courses to transfer to other two-year and four-year public institutions in New Mexico.

COMMUNITY PROGRAMS

Family Extension and Education Program (FEEP)

Tribal communities in New Mexico are often remote and do not have access to culturally relevant information in the areas of health, family dynamics, early childhood practices, and personal financial management. FEEP is a community-based program that designs and implements site specific workshops, newsletters, a Train the Trainer and a Resource/lending library to disseminate accurate, culturally sensitive information in the areas of family welfare, financial management, child development and health.

The overall objective of FEEP is to develop a model extension and community-based program while developing skills and helping tribal community members strengthen their competencies to become healthy, productive, and financially secure through training at SIPI for Tribal communities at remote locations.

- **Objective 1:** On-going assessment of family and community needs and identification of additional resources to strengthen family and community partnerships and volunteer network at New Mexico sites and through the American Indian Higher Education Consortium (AIHEC) satellite network.
- **Objective 2:** Develop and disseminate culturally appropriate family extension information and resource materials based on tribal needs and requests
- **Objective 3:** Develop age-appropriate instructional materials lending library based on developmental practices that support the social, emotional, physical, and cognitive growth of children.
- **Objective 4:** Provide interactive broadcasts on identified topics via satellite and by video tapes, newsletters and CD-ROMS.
- **Objective 5:** Collaborate with Tribal leaders on the development and maintenance of a community resource center for family extension and education for use by community members.
- **Objective 6:** Develop an interactive and collaborative relationship with families and educational agencies at tribal communities.
- **Objective 7:** Develop and implement assessment techniques, summative and formative program evaluation to monitor, adjust as needed, document and determine impact on individuals and tribal communities.

OFFICE OF VICE PRESIDENT OF ACADEMIC PROGRAMS

<table>
<thead>
<tr>
<th>Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie Montoya, Vice President Academic Programs</td>
<td>Clarice Salas Pino, Program Assistant</td>
</tr>
<tr>
<td>Phone: 505-346-2352</td>
<td>Phone: 505-346-2330</td>
</tr>
<tr>
<td>Fax: 505-346-2381</td>
<td>Fax: 505-346-2381</td>
</tr>
<tr>
<td>Email: <a href="mailto:Valerie.Montoya@bie.edu">Valerie.Montoya@bie.edu</a></td>
<td>Email: <a href="mailto:Clarice.Salaspino@bie.edu">Clarice.Salaspino@bie.edu</a></td>
</tr>
</tbody>
</table>

Mission Statement

The Office of Vice President of Academic Programs promotes academic excellence in teaching and student learning for transfer, employment, and lifelong learning through the establishment of programs, policies, procedures, and standards; in the selection, evaluation, and development of faculty and staff; and the review of academic programs and assessment of student learning.

Performance Objectives

1. The Office of Vice President of Academic Programs ensures a portfolio of relevant certificate and degree programs and general education curriculum through assessment and program reviews.
2. The Office of Vice President of Academic Programs will recruit and hire highly qualified faculty, staff and administrators and ensure ongoing professional development.
3. The Office of Vice President of Academic Programs will provide quality services that meet client expectations.
# CIP CODES

## 01-DEPARTMENT OF GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.0201</td>
<td>High School Equivalency (HSE)</td>
<td>HSE Preparation</td>
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<tr>
<td>24.0199</td>
<td>Non-degree</td>
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## 02-DEPARTMENT OF DEVELOPMENTAL STUDIES

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>24.0101a/d</td>
<td>ABE/ADE</td>
<td>Degree/Certificate seeking</td>
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## 03-DEPARTMENT OF ADVANCED TECHNICAL EDUCATION

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<th>Code</th>
<th>Program Description</th>
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</thead>
<tbody>
<tr>
<td>15.1302</td>
<td>Computer Aided Drafting &amp; Design</td>
<td>Certificate</td>
</tr>
<tr>
<td>45.0702B</td>
<td>Geo-Spatial Information Technologies</td>
<td>Certificate</td>
</tr>
<tr>
<td>45.0702</td>
<td>Geo-Spatial Information Technologies</td>
<td>AAS Degree</td>
</tr>
<tr>
<td>03.9999V</td>
<td>Natural Resources Environmental Science</td>
<td>AAS Degree</td>
</tr>
<tr>
<td>03.9999R</td>
<td>Natural Resources Management</td>
<td>AAS Degree</td>
</tr>
<tr>
<td>11.1002D</td>
<td>Network Management</td>
<td>AAS Degree</td>
</tr>
<tr>
<td>14.0101D</td>
<td>Pre-Engineering</td>
<td>AS Degree</td>
</tr>
<tr>
<td>12.0505B</td>
<td>Culinary Arts</td>
<td>Certificate</td>
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<tr>
<td>12.0508D</td>
<td>Culinary Arts</td>
<td>AAS Degree</td>
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<tr>
<td>51.1802</td>
<td>Optical Laboratory Technology</td>
<td>Certificate</td>
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<tr>
<td>51.1801V</td>
<td>Vision Care Technology</td>
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## 05-DEPARTMENT OF LIBERAL ARTS & BUSINESS

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<tr>
<th>Code</th>
<th>Program Description</th>
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<tbody>
<tr>
<td>24.0101</td>
<td>Liberal Arts</td>
<td>AA Degree</td>
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<td>52.0302D</td>
<td>Accounting</td>
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<td>52.0302B</td>
<td>Accounting</td>
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<td>52.0101D</td>
<td>Business Administration</td>
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<td>52.0201B</td>
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## 06-DEPARTMENT OF EXTENDED COLLEGE

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<th>Code</th>
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<tbody>
<tr>
<td>13.1210B</td>
<td>Early Childhood Education</td>
<td>AA Degree</td>
</tr>
<tr>
<td>13.1299B</td>
<td>Early Childhood Education</td>
<td>Certificate</td>
</tr>
</tbody>
</table>
DEVELOPMENTAL EDUCATION

Information
Christopher Harrington, Department Chairperson, Acting
Phone: 505-346-2364
Fax: 505-346-2321
Email: christopher.harrington@bie.edu

Bobbi Brown, Secretary
Phone: 505-346-2336
Fax: 505-346-2321
Email: Bobbi.Brown@bie.edu

Mission Statement
To enable adult learners to be literate, productive, and successful in higher education, the workplace, home, and community by delivering responsive adult education programs and services.

Adult Basic Education and Developmental Education
SIPI’s Adult Basic Education (ABE) and Developmental Education program seeks to ensure that students have every opportunity to be successful in achieving their individual goals. The ABE goal is to provide students with the basic educational and life skills required for completing their High School Equivalence Certificate (passing either the HiSET or GED tests), ABE and/or Developmental Education Programs, which will prepare the student to enter or retain employment and/or continue on to a degree or certificate program. The ability for students to better meet these goals is aligned with SIPI’s mission and its commitment to develop long-term goals to ensure support and assistance to Tribal communities. SIPI’s affirmation of the belief that each person’s worth and dignity is of the utmost importance while attending the institution. Understanding that each individual student has the potential to impact the SIPI community, their home community and the global community is what compels SIPI to honor each student and their worth.

SIPI’s ABE and Developmental Education programs have competencies and learning objectives that are aligned with its institutional mission as well as the State of New Mexico’s Adult Basic Education program. Assurance that its ABE and Developmental Education curricula assist adults in becoming literate; obtaining knowledge and skills necessary for employment and self-sufficiency; obtaining knowledge and skills necessary for entering and being successful in postsecondary training or education; obtaining the educational skills necessary to become full partners in their children’s education; and completing their secondary school education are congruent with SIPI’s mission and is ensured through curriculum formatting, adopted and monitored by the College’s Curriculum Committee.

Program Goals and Learning Outcomes
Adult Basic Education and Developmental Education Program Goals:
“SIPI students will have the foundational building blocks that will allow them to transfer and succeed in college-level courses.”

Adult Basic Education and/or Developmental Education Learning Outcomes:
1. Students will successfully complete 98 or 99 level courses and move to a higher level
2. Students will succeed in 100 level courses

Adult Basic Education/Developmental Education
Basic Skills Development Classes:
English 098 - Basic Writing
English 099 - Basic English Skills
English 100 - Writing Standard English
Math 099 - Basic Mathematics II
Math 100D - Basic Mathematics III Part I
Math 100E - Basic Mathematics III Part I
MATH 100G - Basic Mathematics III Part II
MATH 100H - Basic Mathematics III Part II
MATH 100L - Introduction to Algebra Lab
Reading 098 - Basic Reading Skills
Reading 099 - Reading Improvement
Reading 100 - Reading and Critical Thinking

High School Equivalence Certificate Program (HSE)
High School Equivalence (HSE) (53.0201):
English 093 - HSE Writing
Social Science 093 - HSE Social Science
Science 093 - HSE Science
Literature 093 - HSE Literature
Math 093 - HSE Mathematics
LIBERAL ARTS AND BUSINESS EDUCATION

Information
Christopher Harrington, Department Chairperson          Brenda LaFountain, Secretary
Phone: 505-346-2364                                      Phone: 505-346-2353
Fax: 505-346-2321                                         Fax: 505-346-2321
Email: christopher.harrington@bie.edu                     Email: Brenda.LaFountain@bie.edu

Mission Statement
The Liberal Arts and Business Education Department provides education in the areas of Accounting, Business Administration, Liberal Arts, and Early Childhood Education, that will prepare students upon graduation with the abilities to enter the workforce and/or continue their studies of higher education.

Students who pursue majors within the department acquire in-depth knowledge of their discipline allowing students to continue life-long learning in an ever-changing local and global environment.

LIBERAL ARTS PROGRAM ASSOCIATE OF ARTS DEGREE

The Liberal Arts Associate of Arts Degree provides for the ease of transferring credits for the purpose of entering a baccalaureate study. Additionally, the Liberal Arts curriculum supports degree program requirements throughout other SIPI instructional departments.

The Liberal Arts program provides education in a variety of disciplines; including Communications, Mathematics, Laboratory Science, Social Behavioral Science, Humanities and Fine Arts, Technology, Health, and Physical Education.

Mission Statement
The mission of the Liberal Arts degree program is to prepare students to live in and contribute to a complex and multicultural world as productive life-long learners in an ever-changing global environment. The Liberal Arts program is committed to providing student learning experiences meant to develop and enhance such abilities as critical thinking, communication (written and oral), interpersonal skills, cultural appreciation, and analysis of the world through mathematics and science. Those students who complete the Liberal Arts requirements will possess the knowledge and the mental acuity essential to their development as individuals, tribal members, and global citizens.

Goals and Program Outcomes
- The Liberal Arts program will prepare students for transfer to a four-year college with two years, 63 hours of undergraduate credit.
- Students will be able to use their education to find gainful employment.

Liberal Arts Outcomes:
Student Learning Outcomes:
1. Program graduates will be able to demonstrate effective communication skills.
2. Program graduates will be able to make effective use of information and technology.
3. Program graduates will be able to demonstrate critical thinking skills in the analysis of data.
4. Program graduates will be able to demonstrate an awareness of local and global issues.
### First Trimester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition</td>
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<tr>
<td>MATH 121</td>
<td>College Algebra</td>
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<td>COSC 107</td>
<td>Computer Literacy</td>
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<td>XXXX XXX</td>
<td>Social/Behavioral Science or Humanities Elective</td>
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**Choose from any of the courses below:**

**AREA IV: SOCIAL/BEHAVIORAL SCIENCE REQUIREMENT:**
- ANTH 101, 130, SOSC 101, SOSC 150, SOSC 210, PSYC 105, POSC 110, 200, ECON 200, ECON 201

**AREA V: HUMANITIES AND FINE ARTS REQUIREMENT:**
- ARTH 101, 102, 131, GEOG 101, HIST 101, 161, 162, 181, 260, LITR 211, 270, 296, SPAN 101, 102, NAVA 101, 102

**Total Credits:** 12

### Second Trimester

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<th>Course</th>
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<tr>
<td>ENGL 102</td>
<td>Critical Reading &amp; Writing</td>
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<td>College-Level Math Elective (Math 111, 123, 129, 145, 150, 162, 180)</td>
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<td>Social/Behavioral Science or Humanities Elective</td>
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**Choose from any of the courses below:**

**AREA IV: SOCIAL/BEHAVIORAL SCIENCE REQUIREMENT:**
- ANTH 101, 130, SOSC 101, SOSC 150, SOSC 210, PSYC 105, POSC 110, 200, ECON 200, ECON 201

**AREA V: HUMANITIES AND FINE ARTS REQUIREMENT:**
- ARTH 101, 102, 131, GEOG 101, HIST 101, 161, 162, 181, 260, LITR 211, 270, 296, SPAN 101, 102, NAVA 101, 102

| PHED | PE Elective | 1 |

**Total Credits:** 13

### Third Trimester

<table>
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<td>LBSC XXX</td>
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**Choose from any of the courses below:**

**AREA III: LABORATORY SCIENCE**
- BIOL 121/L Introduction to General Biology & Lab
- BIOL 123/L Biology for Health Sciences & Lab
- BIOL 220/L General Zoology & Lab
- CHEM 111/L Elements of General Chemistry & Lab
- CHEM 121/L General Chemistry & Lab
- ASTR 101/L Introduction to Astronomy & Lab
- GEOL 101/L Physical Geology & Lab
- PHYS 151/L General Physics & Lab
- SPCH 130 | Public Speaking | 3 |
| XXXX XXX | Social/Behavioral Science or Humanities Elective | 3 |

**Choose from any of the courses below:**

**AREA IV: SOCIAL/BEHAVIORAL SCIENCE REQUIREMENT:**
ANTH 101, 130, SOSC 101, SOSC 150, SOSC 210, PSYC 105, POSC 110, 200, ECON 200, ECON 201

**Area V: Humanities and Fine Arts Requirement:**
ARTH 101, 102, 131, GEOG 101, HIST 101, 161, 162, 181, 260, LITR 211, 270, 296, SPAN 101, 102, NAVA 101, 102

**ELEC XXX**
Approved College-level Elective 3

**PHED XXX**
PE Elective 1

**Choose from any courses 101 or above:**

**Choose from any PHED courses**

Total Credits 14

**Fourth Trimester**

**LBSC XXX**
Laboratory Science Elective 4

**Choose from any of the courses below:**

**Area III: Laboratory Science**
BIOL 121/L Introduction to General Biology & Lab

BIOL 123/L Biology for Health Sciences & Lab

BIOL 220/L General Zoology & Lab

CHEM 111/L Elements of General Chemistry & Lab

CHEM 121/L General Chemistry & Lab

ASTR 101/L Introduction to Astronomy & Lab

GEOL 101/L Physical Geology & Lab

XXX XXX Social/Behavioral Science or Humanities Elective 3

**Choose from any of the courses below:**

**Area IV: Social/Behavioral Science Requirement:**
ANTH 101, 130, SOSC 101, SOSC 150, SOSC 210, PSYC 105, POSC 110, 200, ECON 200, ECON 201

**Area V: Humanities and Fine Arts Requirement:**
ARTH 101, 102, 131, GEOG 101, HIST 101, 161, 162, 181, 260, LITR 211, 270, 296, SPAN 101, 102, NAVA 101, 102

**HLTH 164**
First Aid & Safety 2

**ELEC XXX**
Approved College-level Elective 3

**Choose from any courses 101 or above**

Total Credits 12

**Fifth Trimester**

**ENGL 219**
Technical Writing 3

XXX XXX Social/Behavioral Science or Humanities Elective 3

**Choose from any of the courses below:**

**Area IV: Social/Behavioral Science Requirement:**
ANTH 101, 130, SOSC 101, SOSC 150, SOSC 210, PSYC 105, POSC 110, 200, ECON 200, ECON 201

**Area V: Humanities and Fine Arts Requirement:**
ARTH 101, 102, 131, GEOG 101, HIST 101, 161, 162, 181, 260, LITR 211, 270, 296, SPAN 101, 102, NAVA 101, 102

**ELEC XXX**
Approved College-level Elective 3

**ELEC XXX**
Approved College-level Elective 3

**Choose from any courses 101 or above**

Total Credits 12

**Total Credit Hours Required** 63
EARLY CHILDHOOD EDUCATION

The Early Childhood Education Program provides students access to knowledge, skills and professionalism surrounding the field of early childhood education, and family and community development in order to assure the provision of quality services that address the complex needs of Native American families in the 21st century.

EARLY CHILDHOOD EDUCATION CERTIFICATE

The Early Childhood Education Program offers courses for a certificate in Early Childhood Education. The certificate is designed for students interested in working in the field of early childhood education.

Early Childhood Education courses are delivered through both on-campus instruction and interactive video conferencing (distance education) to tribal communities in New Mexico. Classes are offered in the late afternoons, evenings, and weekends to accommodate adult learners.

The Early Childhood Education Certificate prepares students for entry into early childhood settings to provide services to children from birth to age eight, and their families. Completion of required courses also entitles students to receive a New Mexico Child Development Certificate issued by the Office of Child Development, Children, Youth and Families Department of the State of New Mexico.

Mission Statement

The mission of the Early Childhood Education Certificate program prepares Native American students to meet entry level professional requirements for individuals who wish to work in a classroom setting with infants, toddlers and preschoolers. The certificate program immerses students into an intertribal community of learners in order to expose them to a beginning dialogue in early childhood education.

Goals and Program Outcomes

- Program graduates will be admitted to an Early Childhood Education Associates of Arts degree program.
- Graduates will be employed as an entry level early childhood teacher or assistant.
- Graduates will be eligible to receive the New Mexico Child Development Certificate from the New Mexico Office of Child Development.
- Graduates will be employed in tribal communities as early childhood teachers.

Certificate in Early Childhood Education Certificate Outcomes:

- Graduates will identify theories of growth and development, and learning and apply them to educational practices within early childhood settings.
- Graduates will demonstrate knowledge of developmentally appropriate practices.
- Graduates will describe how developmental variations and family, culture, language, and environment influence a child’s growth and development.

Important: Federal law requires a background check on all persons seeking employment in child care facilities. The SIPI Early Childhood program requires that all practicum students who plan to conduct their practicum at the SIPI YDI Head Start complete a Federal background check. It is highly recommended that students begin the background check process as soon as he/she enters the program. Students, who wish to complete practicums off campus, must complete a CYFD background check. Students must provide proof of a favorable background clearance in order to be enrolled in all practicum courses. Students should work with advisors to complete a practicum application one trimester before placement.

EARLY CHILDHOOD EDUCATION
Certificate (CIP: 13.1299B)

First Trimester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECED 124</td>
<td>Health, Safety and Nutrition</td>
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<tr>
<td>ECED 126</td>
<td>Childhood Growth, Development &amp; Learning</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Mathematics for Elementary &amp; Middle School Teachers</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition</td>
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Second Trimester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPCH 130</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>ECED 202</td>
<td>Family and Community Collaboration</td>
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<tr>
<td>ECED 214</td>
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Third Trimester

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<tr>
<td>ECED 131</td>
<td>Curriculum Development Through Play- Birth through Age 4 (PreK)</td>
<td>3</td>
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<tr>
<td>ECED 131P</td>
<td>Practicum for Curriculum Development Through Play- Birth through Age 4 (PreK)</td>
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<tr>
<td>ECED 218</td>
<td>Assessment of Children and Evaluation of Programs</td>
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<td>Total Credits</td>
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</table>

**EARLY CHILDHOOD EDUCATION - ASSOCIATE OF ARTS DEGREE**

The Early Childhood Education Program offers courses for an Associate of Arts (A.A) degree in Early Childhood Education. This program is designed for students interested in working in this field or those who may transfer to a four year institution to complete a Bachelor’s Degree in Early Childhood Education or a related field. Classes transfer to all New Mexico four year colleges and universities with similar programs. The courses address the seven general early childhood education competency areas required by New Mexico Department of Education licensure in Early Childhood Education (birth to third grade).

Early Childhood courses are delivered through both on-campus instruction and interactive video conferencing (distance education) to tribal nations in New Mexico with compatible satellite downlinks. Classes are offered in the late afternoons, evenings, and weekends to accommodate adult learners.

The Early Childhood Education Associate of Arts Degree (ECED) prepares students to work in early childhood settings and to provide services to children from birth to age eight, and their families. The A.A. degree in ECED satisfies the educational requirements for Head Start teachers and educational assistants in elementary school settings. Completion of the ECED courses also entitles students to receive a One Year Vocational certificate in Early Childhood Education issued by the Office of Child Development, Children, Youth and Families Department of the State of New Mexico.

**Mission Statement**

The mission of the Early Childhood Education Associates of Arts degree program is to prepare Native American students to transfer to an early childhood Bachelor’s degree program or seek employment in public and private early childhood settings. The Associates of Arts degree program immerses students into an intertribal community of learners through meaningful engagement and dialogue surrounding early childhood education.

**Goals and Program Outcomes**

- Program Graduates will be admitted to early childhood Bachelors or Graduate degree programs.
- Program graduates will be employed as early childhood education teachers in public and private early childhood settings.
- Graduates will be eligible to receive the Early Childhood Associates Certificate from the New Mexico Office of Child Development.
- Graduates will transform tribal communities through meaningful support of children and families.

**Associate of Arts in Early Childhood Education Outcomes:**

- Graduates will discuss the relationships between theories of growth, development, and learning in early childhood education practices spanning birth through third grade.
- Graduates will plan and implement lessons/activities that demonstrate knowledge of developmentally appropriate practices.
- Graduates will explain how developmental variations, family culture, language, and environment influence a child’s growth and development.

**Important:** Federal law requires a background check on all persons seeking employment in child care facilities. The SIPI Early Childhood program requires that all practicum students who plan to conduct their practicum at the SIPI YDI Head Start complete a Federal background check. It is highly recommended that students begin the background check process as soon as he/she enters the program. Students, who wish to complete practicums off campus, must complete a CYFD background check. Students must provide proof of a favorable background clearance in order to be enrolled in all practicum courses. Students should work with advisors to complete a practicum application one trimester before placement.
**EARLY CHILDHOOD EDUCATION**  
Associate of Arts Degree (CIP: 13.1210B)

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<tr>
<th>First Trimester</th>
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<tbody>
<tr>
<td>ECED 124</td>
<td>Health, Safety and Nutrition</td>
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<td>ECED 126</td>
<td>Childhood Growth/Development &amp; Learning</td>
</tr>
<tr>
<td>MATH XXX</td>
<td>College-Level Math Requirement</td>
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<tr>
<td>ENGL 101</td>
<td>Composition</td>
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<tr>
<td>XXXX XXX</td>
<td>Social /Behavioral Science Requirement</td>
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<td>Humanities and Fine Arts Requirement</td>
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<td>ECED 220</td>
<td>Professionalism</td>
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<tr>
<td>ENGL 102</td>
<td>Critical Reading and Writing</td>
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<tbody>
<tr>
<td>SPCH 130</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>XXXX XXX</td>
<td>Social/Behavioral Science Requirement</td>
</tr>
<tr>
<td>ECED 202</td>
<td>Family &amp; Community Collaboration</td>
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<tr>
<th>Fourth Trimester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECED 131</td>
<td>Curriculum Development through Play- Birth through Age 4 (PreK)</td>
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<td>ECED 131P</td>
<td>Practicum - Birth through Age 4 (PreK)</td>
</tr>
<tr>
<td>ECED 214</td>
<td>Guiding Young Children</td>
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<td>XXXX XXX</td>
<td>Humanities and Fine Arts Requirement</td>
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<tr>
<th>Fifth Trimester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECED 218</td>
<td>Assessment of Children and Evaluation of Programs</td>
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<tr>
<td>ECED 204</td>
<td>Introduction to Language, Literacy &amp; Reading</td>
</tr>
<tr>
<td>ECED 231</td>
<td>Curriculum Development &amp; Implementation- Age 3 (Pre K-Grade 3)</td>
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<tr>
<td>ECED 231P</td>
<td>Curriculum Development &amp; Implementation Practicum- Age 3 (PreK) through Grade 3</td>
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<td>Humanities and Fine Arts Requirement</td>
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**TOTAL CREDIT HOURS REQUIRED** 64

**BUSINESS EDUCATION**

**Mission Statement**

Within a culturally sensitive learning environment, the Business Education mission is to educate and prepare professional Native American business students to become informed decision makers, manage complex business operations, and contribute to commerce and business in the global market.

**Goals**

- Improving the number of graduates enrolling in the certificate or degree in Accounting and Business Administration, to enter the business world.
- Empower students to pursue a higher education and assist with the transition into a four-year college or university.
- Capitalize on the services of a professional business advisory committee comprised of individuals from business and government agencies utilize their expertise on relevant business practices and leverage member resources to enhance and expand the Business Technologies Department to provide excellent service to students.
- Build strong tribal, state and federal partnerships to strengthen tribal communities in areas such as economic development, leadership, and entrepreneurship.
- Expand articulation agreements with four-year institutions of higher education for course transfer opportunities for Business Technologies students.
Students may select from one of two Certificate programs or from one of three Associate Degree program offerings. If a student enters the Certificate Program but later wishes to continue his/her education after completing a certificate program in Business Technologies, the student will have completed 33 credit hours toward the Associate of Applied Science Degree in the related program area. Example: Completion of the Business Administration Certificate counts as 33 hours towards the Associate of Applied Science Degree Program. Based on certain criteria, a student may go directly into a degree program.

Most courses in the Associate of Science Degree programs are transferable to other two-and-four year institutions of higher education in New Mexico and are on the New Mexico Statewide Articulation Matrix. Students must work closely with their transfer institutions and their advisers to assure the best transition to four-year schools.

**Note:** Some courses may have prerequisites. Refer to this catalog and/or consult your advisor.

### BUSINESS ADMINISTRATION CERTIFICATE

The Certificate program in Business Administration is a program of study designed to prepare students for entry-level skills in business. For students who wish to continue their education and pursue an AAS degree in Business Administration, all credit hours from the certificate program will be applied to the Business Administration AAS degree program of study.

#### Mission Statement

The Business Administration Certificate Program is a program of study designed to prepare students for self-employment, for entry-level positions in business or to pursue an AAS degree in Accounting or Business Administration.

#### Goals and Program Outcomes

- Program graduates will be self-employed or manage their own business
- Program graduates will continue their higher education studies

**Business Administration Certificate Outcomes:**

- Program graduates will be able to understand fundamental business concepts and principles
- Program graduates will be able to use basic software to produce a report and distribute it electronically
- Program graduates will be able to recognize the value of good ethical standards in their application to business and the importance of corporate social responsibility
- Program graduates will be able to demonstrate interpersonal skills necessary to communicate with others in a professional environment

#### BUSINESS ADMINISTRATION
Certificate (CIP: 52.0201B)

<table>
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<td>BADM 114</td>
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<td>BUED 125</td>
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<td>ENGL 101</td>
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<td>BADM 130</td>
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<td>BADM 135</td>
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<td>BADM 118</td>
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<td>BADM 280 (Cooperative Education) OR Elective (Business Course)</td>
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**TOTAL CREDIT HOURS REQUIRED** 33
BUSINESS ADMINISTRATION ASSOCIATE OF APPLIED SCIENCE

The Associate of Applied Science (AAS) degree program in Business Administration is designed to meet the educational needs of those who want to prepare for employment upon graduation. The program helps students attain skills, knowledge, and experience in general business, accounting, and technical training necessary to gain and maintain employment.

Mission Statement

The Business Administration Associate of Applied Science Program will provide training and education to students to enable them to compete and qualify for employment in the business administration field; and to produce well trained and competent professionals to provide services to private and public entities.

Goals and Program Outcomes

- Program graduates will obtain an entry level position in the business administration field
- Program graduates will continue their higher education studies
- Program graduates will take on leadership roles in their tribes

Business Administration Associate of Applied Science Degree Outcomes:

- Program graduates will be able to apply management principles and concepts necessary for effective, efficient business practices
- Program graduates will be able to apply principles of accounting, finance and economics to evaluate fiscal decision making
- Program graduates will be able to recognize the culturally diverse workplace and the need to respect varying points of view
- Program graduates will be able to demonstrate interpersonal skills necessary to communicate with others in a professional environment
- Program graduates will be able to recognize the value of good ethical standards in their application to business and the importance of corporate social responsibility

BUSINESS ADMINISTRATION
Associate of Applied Science Degree (CIP: 52.0201D)

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<td>ACCT 101 Fundamentals of Accounting</td>
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<tr>
<td>BADM 114 Introduction to Business</td>
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<td>BUED 125 Business Math</td>
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<td>ENGL 101 Composition</td>
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<tbody>
<tr>
<td>ACCT 201 College Accounting I</td>
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<tr>
<td>BADM 130 Principles of Management</td>
<td>3</td>
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<td>BADM 135 Human Relations</td>
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<td>ACCT 235 Microcomputer Accounting for Small Business</td>
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<td>BADM 118 Small Business Management</td>
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<td>BFIN 211 Principles of Finance</td>
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<td>ECON 200 Macroeconomics</td>
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<td>MATH 120 Intermediate Algebra</td>
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<tr>
<td>ENGL 219 Technical Writing</td>
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<tr>
<td>ECON 201 Microeconomics</td>
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</table>
BADM 280 (Cooperative Education) OR Elective (Business Course) 3

TOTAL CREDIT HOURS REQUIRED 63

BUSINESS ADMINISTRATION ASSOCIATE OF SCIENCE DEGREE

The Associate of Science degree in Business Administration is a program of study designed to meet the educational needs of those students who wish to fulfill the lower division requirements for transfer to four-year colleges and universities. Courses in the A.S. degree program are transferable to other two and four-year institutions of higher education in New Mexico, and appear on the New Mexico Statewide Articulation Matrix. Students must work closely with their transfer institutions and their advisors to assure the best transitions to four-year schools.

Mission Statement
The Business Administration Program will provide training and education to students to enable them to continue working toward completion of a Bachelor’s Degree in Business Administration; and to produce well trained and competent professionals to provide services to private, public and tribal entities.

Goals and Program Outcomes
- Program graduates will transfer to a four-year higher education institution
- Program graduates will become effective and ethical managers in their professional careers
- Program graduates will take on leadership roles in their tribes

Business Administration Associate of Science Degree Outcomes:
- Program graduates will be able to apply management principles and concepts necessary for effective, efficient business practices
- Program graduates will be able to apply principles of accounting, finance and economics to evaluate fiscal decision making
- Program graduates will be able to recognize the culturally diverse workplace and the need to respect varying points of view
- Program graduates will be able to Demonstrate interpersonal skills necessary to communicate with others in a professional environment
- Program graduates will be able to recognize the value of good ethical standards in their application to business and the importance of corporate social responsibility
- Program graduates will be able to demonstrate that they are academically prepared to succeed in a four-year program.

BUSINESS ADMINISTRATION
Associate of Science Degree (CIP: 52.0101D)

(Transfer degree program: Business Administration or Business Administration with Tribal Emphasis)

First Trimester
- BADM 114 Introduction to Business 3
- COSC 107 Computer Literacy 3
- ECON 200 Macroeconomics 3
- ENGL 101 Composition 3
- Total Credits 12

Second Trimester
- BADM 130 Principles of Management 3
- BADM 240 Business Law 3
- ENGL 219 Technical Writing 3
- SPCH 130 Public Speaking 3
- Humanities and Fine Arts 3
- Total Credits 15

Third Trimester
- ACCT 201 College Accounting I 3
- MATH 121 College Algebra 3
- PSYC 105 Introduction to Psychology 3
- Humanities and Fine Arts 3
**Fourth Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>202 College Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM</td>
<td>242 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>145 Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Laboratory Sciences/with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>13</td>
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</table>

**Fifth Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>201 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Laboratory Sciences/with Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities and Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS REQUIRED**

65

**Tribal Emphasis**

The Tribal Emphasis Program was created jointly by SIPI and New Mexico State University (NMSU). Its purpose is to prepare students to enter positions of managerial responsibility in tribal enterprises. Students would take the tribal courses listed below in place of BADM 130, BADM 240, BADM 242, and ECON 201.

**Tribal Emphasis Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM</td>
<td>250 Tribal Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BADM</td>
<td>251 Tribal Management</td>
<td>3</td>
</tr>
<tr>
<td>BADM</td>
<td>252 Tribal Law</td>
<td>3</td>
</tr>
<tr>
<td>BADM</td>
<td>253 Tribal Resources and Economic Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Upon completing these courses students will be able to transfer credits earned to NMSU, where they may complete a Bachelor of Business Administration degree in General Business, with an option in tribal management.

**ACCOUNTING**

**ACCOUNTING CERTIFICATE**

**Mission Statement**

The Accounting Certificate program in Accounting is a program of study designed to prepare students for self-employment, for entry-level positions in accounting or to pursue an AAS degree in Accounting or Business Administration.

**Goals and Program Outcomes**

- Program graduates will be self-employed or manage their own business
- Program graduates will continue their higher education studies

**Accounting Certificate Outcomes:**

- Program graduates will be able to complete the steps of the accounting cycle in a manual and computerized accounting system
- Program graduates will be able to analyze and record ordinary business transactions
- Program graduates will be able to prepare financial statements in accordance with Generally Accepted Accounting Principles
- Program graduates will be able to demonstrate an understanding of the importance of business ethics in the accounting profession

**ACCOUNTING Certificate (CIP: 52.0302B)**

**First Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>101 Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BADM</td>
<td>114 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUED</td>
<td>125 Business Math</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Second Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>201 College Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>220 Federal Income Tax</td>
<td>3</td>
</tr>
</tbody>
</table>
ACCOUNTING ASSOCIATE OF APPLIED SCIENCE DEGREE

The AAS Degree in Accounting is a program of study over five trimesters designed to prepare graduates with the general skills necessary to obtain an entry-level position in the field of accounting or work toward completion of a Bachelor’s Degree in Accounting. A formal double-entry accounting system is taught using manual and computerized systems. Generally accepted accounting principles and concepts are emphasized. The Tribal Accounting class will further prepare students to successfully obtain employment with the tribes.

According to the U.S. Bureau of Labor Statistics, employment among Accountants, Auditors and Management Analysts will add the 16% more jobs by 2020.

Mission Statement

The Accounting Associate of Applied Science Program will provide training and education to students to enable them to compete and qualify for employment in the accounting field; and to produce well trained and competent professionals to provide services to private, public, and tribal entities.

Goals and Program Outcomes

- Program graduates will obtain an entry level position in the accounting field
- Program graduates will continue their higher education studies

Associate of Applied Science Degree in Accounting Outcomes:

- Program graduates will be able to prepare financial statements and record business transactions in accordance with Generally Accepted Accounting Principles
- Program graduates will be able to analyze financial statements using ratio analysis and managerial accounting techniques
- Program graduates will be able to apply various business and accounting software applications to accounting processes
- Program graduates will be able to demonstrate an understanding of income tax preparation processes for an individual tax return.
- Program graduates will be able to apply ethical principles in business decision making
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COSC 123</td>
<td>Excel</td>
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**Fourth Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BFIN 211</td>
<td>Principles of Finance</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Macroeconomics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 219</td>
<td>Technical Writing</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPCH 130</td>
<td>Public Speaking</td>
<td></td>
<td>3</td>
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<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>12</td>
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**Fifth Trimester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 250</td>
<td>Tribal Accounting</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Microeconomics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BADM 240</td>
<td>Business Law</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ACCT 280 (Cooperative Education) OR Elective (Business Course)</td>
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<td></td>
<td>3</td>
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<tr>
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<td>12</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS REQUIRED**

63

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**ADVANCED TECHNICAL EDUCATION**

**Information**

<table>
<thead>
<tr>
<th>Dorothy Wester, Department Chairperson</th>
<th>Amber Whatoname, Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 505-346-7731</td>
<td>Phone: 505-346-7730</td>
</tr>
<tr>
<td>Email: <a href="mailto:dorothy.wester@bie.edu">dorothy.wester@bie.edu</a></td>
<td>Email: <a href="mailto:amber.whatoname@bie.edu">amber.whatoname@bie.edu</a></td>
</tr>
</tbody>
</table>

**Mission Statement**

The mission of the Advanced Technical Education (ATE) Department is to provide students with a comprehensive and up-to-date technical and scientific education in their program areas. This education is based on a rigorous general education component that allows our graduates to transfer to four-year baccalaureate programs and/or enter the workforce. The ATE Program supports students through their crucial first two years of college, providing them with both the necessary academics and the student success skills they will need to complete a four-year degree. The department also supports efforts to enrich and increase academic partnerships with colleges, and the community.

**Goals:**

The primary goal of the Advanced Technical Education Department is to promote excellence in teaching and learning, provide students with the necessary skills to transition from college to work and/or further educational enrichment pursuits.

**Outcomes**

- Graduates will be able to work in the fields of Pre-engineering, Computer Aided Drafting & Design, Manufacturing, Network Management, Geospatial Information Technology, Natural Resources, Environmental Science, Culinary Arts and Vision Care Technology.
- Graduates will be able to transfer successfully and complete a bachelor’s degree in their field of study.
- Graduates will become productive citizens with high ethical and professional standards.

**Program Areas**

The Department of Advanced Technical Education consists of several technology programs that are designed to lead toward either a certificate or an associate degree.

- **Vision Care Technology**, A.A.S. in Vision Care Technology or Certificate in Optical Laboratory Technology
- **Culinary Arts**, A.A.S in Culinary Arts or Certificate in Culinary Arts
- **Pre-Engineering**, A.S. degree
- **Geospatial Information Technology**, A.A.S. degree or Certificate in Geospatial Information Technology
- **Natural Resources Management**, A.A.S. degree
- **Environmental Science**, A.A.S. degree
- **Network Management**, A.A.S. degree
- **Computer Aided Drafting and Design**, Certificate
VISION CARE TECHNOLOGY PROGRAM

The Vision Care Technology Program is a comprehensive formal education and training program in the field of vision care. Program courses are designed to lead students into careers as opticians, ophthalmic dispensers, ophthalmic optical laboratory technicians, or ophthalmic technicians/assistants. The foundation of the Vision Care Technology Program is based on the specialized skill trade of opticianry. Students receive theoretical and laboratory experiences in optics, enabling them to develop and apply practical and laboratory experiences in a supervised working environment. Students engage and identify specific eye care needs through the analyzing of an eye doctor's refractive correction prescription.

The Vision Care Technology Program provides students with a learning environment parallel to current local and national industry practices of the optician. The Vision Care Technology Program combines knowledge of theory and clinical procedures with skills and the ability to work well with patients in the fitting and adapting of ophthalmic lenses, contact lenses, and devices that aid in providing comfortable and effective vision. The optician interprets prescriptions, measures, adapts, selects and fits eyeglasses or contact lenses for the correction of visual and ocular anomalies.

SIPI’s Vision Care Technology Program is also recognized by the local state opticianry association and leading vision care businesses, large and small. The program offers current technologies in the field of vision to prepare students for success in the expanding and lucrative career field of Vision Care.

The Associate Degree prepares students for national certification. Graduates of the Associate Degree program are eligible to take national examinations administered by the ABO (American Board of Opticianry) and NCLE (National Contact Lens Examination) examinations.

The Vision Care Technology Program also offers a Certificate of Completion in Optical Laboratory Technology. Students receive theoretical and laboratory experiences in optics, enabling them to explore the practical and laboratory experiences in the optical technology profession.

Graduates of the program may become proprietors of ophthalmic dispensing firms or may secure positions as ophthalmic dispensers or contact lens technicians in an eye care professional office of ophthalmology, optometry or in a large corporate facility. Many of our graduates gain national certifications in the field of vision care and pursue additional degrees in general science, health science, economics, business or education.

**Goals**

The primary goal of the Vision Care Technology Programs is to educate all individuals for technical competencies and capabilities to enable them to compete and qualify for employment in the optical and ophthalmic industry.

The program also strives to eliminate hazardous waste and to reduce non-hazardous waste to minimum levels where economically and technically practical, and to be in full compliance with all federal and state environmental regulations.

**OPTICAL LABORATORY TECHNOLOGY CERTIFICATE**

The Certificate in Optical Laboratory Technology is a course of study over three trimesters designed to train students to work in lab areas of optical establishments as technicians fabricating eyewear to ophthalmic lens prescriptions.

Students learn how to lay out, generate and polish optical lenses to prescription specifications. Students also learn how to edge and mount lenses into various types of frames and to apply various lens enhancements such as lens tints or coatings. The lab technician student is required to take all advanced level courses in lens fabrication. Lab technicians are generally employed by wholesale facilities. The technician generally works independently as a member of a technical team.

**Mission Statement**

The Optical Laboratory Technology Program will provide training and education to students to enable them to compete and qualify for employment as optical laboratory technicians in the optical field; and to produce well-trained, competent professionals to provide professional services to the public.

**Goals**

- Graduates will become employed as optical laboratory technicians
- Graduates will have the necessary knowledge and skills for prescription fabrication.
Optical Laboratory Technology Certificate Outcomes:

- Students will be able to surface optical lenses to prescription specifications.
- Students will be able to fabricate and mount lenses into various types of frames.
- Students will be able to describe various lens enhancements.
- Students will be able to demonstrate knowledge of environmental and safety issues.

OPTICAL LABORATORY TECHNOLOGY
Certificate (CIP: 51.1802)

First Trimester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC</td>
<td>107 Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>OPTI</td>
<td>101 Introduction to Optics w/Lab</td>
<td>5</td>
</tr>
<tr>
<td>OPTI</td>
<td>105A Ophthalmic Finishing &amp; Surfacing I w/Lab</td>
<td>5</td>
</tr>
<tr>
<td>OPTI</td>
<td>112 Opticianry Environment &amp; Safety Issues</td>
<td>2</td>
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<tr>
<td>Total</td>
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</table>

Second Trimester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>101 Composition</td>
<td>3</td>
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<tr>
<td>HLTH</td>
<td>164 First Aid and Safety</td>
<td>2</td>
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<tr>
<td>OPTI</td>
<td>205A Ophthalmic Finishing &amp; Surfacing II w/Lab</td>
<td>5</td>
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<tr>
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<td>10</td>
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Third Trimester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OPTI</td>
<td>225 Management for Opticians</td>
<td>3</td>
</tr>
<tr>
<td>OPTI</td>
<td>240 Optical Laboratory Technology Internship</td>
<td>3</td>
</tr>
<tr>
<td>SPCH</td>
<td>130 Public Speaking</td>
<td>3</td>
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<tr>
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</tr>
</tbody>
</table>

TOTAL CREDIT HOURS REQUIRED 34

VISION CARE TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE

The Vision Care Technology curriculum educates students to become optician/ophthalmic dispensers. A dispenser accurately interprets and evaluates the consumer’s prescription for the fitting of eyeglasses and contact lenses. This involves selecting the correct ophthalmic lenses, frames and lens enhancements to fit each individual needs and wants. Students learn a variety of dispensing skills; including product knowledge, fashion, optical eyewear fabrication, salesmanship, customer relations and retail optical management. Retail optical stores usually employ dispensers in shopping malls or retail outlets. Dispensers generally work independently with consumers.

The degree program is a two-year curriculum (five–trimesters) that includes General Education courses in Behavior Sciences, Communications, Humanities, Mathematics, and Science. The degree program, in addition to providing for transferability to advanced study, also provides an excellent foundation for students desiring to become optical managers, and entrepreneurs. The program also provides a foundation for students who want to continue their education and become doctors of Optometry.

Mission Statement

The Vision Care Technology Program will provide training and education to students to enable them to compete and qualify for employment in the Ophthalmic/Opticianry/Optical field; and to produce well-trained, competent professionals to provide professional services to the public.

Goals

- Graduates will be employed as opticians, optometric assistants or ophthalmic technicians.
- Graduates will become certified opticians and contact lens technicians
- Graduates will have the necessary knowledge and skills for dispensing and clinical techniques

Vision Care Technology Associate of Applied Science Degree Outcomes:

- Students should be able interpret prescriptions written by licensed practitioners to determine the frame and lens combinations that would be beneficial to the consumer.
- Students should be able to demonstrate ability to use communication effectively using listening, speaking, reading and writing skills.
- Students should be able to describe basic managerial operations, policies/procedures, and teamwork concepts in a retail environment.
- Students should be able to demonstrate knowledge of clinical procedures in an optometric/ophthalmic practice.
### CULINARY ARTS PROGRAM
An Associate of Applied Science Degree covers commercial food preparation, baking, and food service management and can lead to higher education. A three-trimester Certificate program concentrates on immediate employment in commercial food preparation.

### CULINARY ARTS CERTIFICATE

<table>
<thead>
<tr>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the mission of the Culinary Arts Certificate Program at Southwestern Indian Polytechnic Institute to promote student success by providing a quality education with emphases on culinary fundamentals that will build basic gastronomic skill, knowledge, self-confidence, and pride. Our graduates will gain the experience and knowledge that will lead to entry level culinary careers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
</table>
| - The Culinary arts program desires its graduates to possess the fundamental culinary knowledge and technical skills to obtain qualified entry level employment in the food service industry.  
- The Culinary Arts program expects graduates to display a working understanding of safe sanitation practices and stress the importance of human safety and well-being. |
• The Culinary Arts program graduates should emphasize a working knowledge of sustainable foodservice practices.

Culinary Arts Certificate Outcomes:
• Graduates of the culinary arts certificate program will be able to demonstrate team working skills in a foodservice environment
• Graduates of the culinary arts certificate program will be able to demonstrate sanitation practices in compliance with state and federal regulations
• Graduates of the culinary arts certificate program will be proficient in fundamental culinary technical skills
• Graduates of the culinary arts certificate program will be able to demonstrate proficiency on general culinary equipment

Culinary Arts Certificate (CIP: 12.0505B)

First Trimester
CULN 101 Safety & Sanitation 2
107
CULN 102 Skills I Basic Food Preparation Lecture 1 1
CULN 102L Skills I Basic Food Preparation Lab 3 3
CULN 103 Culinary Math/ Purchasing and Receiving 2 2
ENGL 101 Composition 3 3
Total Credits 11

Second Trimester
CULN 104 Fundamentals of Baking Lecture 1 1
CULN 104L Fundamentals of Baking Lab 3 3
CULN 201 Skills II Meat, Fish/Shellfish, & Poultry-Soup, Stocks, & Sauces Lecture 1 1
CULN 201L Skills II Meat, Fish/Shellfish, & Poultry-Soup, Stocks, & Sauces Lab 3
HLTH 164 First Aid & Safety 2 3
SPCH 130 Public Speaking 3 3
Total Credits 13

Third Trimester
CULN 203 Skills III Garde Manger Lecture 1 1
CULN 203L Skills III Garde Manger Lab 3 3
MATH 120 Intermediate Algebra 3
Total Credits 7 7

TOTAL CREDIT HOURS REQUIRED 31

CULINARY ARTS ASSOCIATE OF APPLIED SCIENCE

The Associate in Applied Science Degree program in Culinary Arts is a course of study over five (5) trimesters designed for students preparing for entry-level food service management positions or higher education in the field. The degree program is designed to provide students with a broad range of management, business and technical skills applicable to the food service industry. The curriculum emphasizes fundamental skills needed in the culinary and baking and pastry industries, food service management, basic supervisory practices, customer relations, nutrition. Students are introduced to the gastronomical sciences involved in the preparation of cooking and baking; along with those of raw materials and equipment to produce quality food products and services efficiently.

Mission Statement

It is the mission of the Culinary Arts Associate of Applied Science Degree Program at Southwestern Indian Polytechnic institute to promote student success by providing a culinary education with a management component with emphases on culinary fundamentals that will build culinary skill, knowledge, self-confidence, and pride. Our graduates will gain the experience and knowledge that will lead to professional culinary careers.

Vision Statement

The Vision of the culinary arts program at Southwestern Indian polytechnic Institute is to seek accreditation through the American Culinary Federation Educational Foundation (ACFEF). The Culinary Arts program will work towards becoming the premiere Native American culinary arts training program within the federal Government.

Goals
The culinary arts program desires its graduates to possess the fundamental culinary, nutrition, and basic management knowledge and technical skills to obtain qualified employment in the food service industry. The culinary arts program expects graduates to display and promote a working understanding of safe sanitation practices and stress the importance of human safety and well-being and possess the skills and knowledge that will enable them to achieve state foodservice industry license where applicable. The culinary arts program graduates should be able to perform in a professional environment, while acknowledging their cultural legacy.

Culinary Arts Associate of Applied Science (AAS) Degree Outcomes:
- Graduates of the culinary arts AAS program will be proficient in in-depth culinary technical tasks competencies.
- Graduates of the culinary arts AAS program will be able to apply critical thinking skills in foodservice environments.
- Graduates of the culinary arts AAS program will be able to demonstrate sanitation practices in compliance with state and federal regulations.

**CULINARY ARTS Associate of Applied Science (CIP: 12.0508D)**

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>CULN 101 Safety &amp; Sanitation</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>CULN 102 Skills I Basic Food Preparation Lecture</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CULN 102L Skills I Basic Food Preparation Lab</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CULN 103 Culinary Math/ Purchasing and Receiving</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ENGL 101 Composition</td>
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<tr>
<td></td>
<td>COSC 107 Computer Literacy</td>
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<td></td>
<td>Total Credits</td>
<td>14</td>
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</table>

| Second Trimester | CULN 104 Fundamentals of Baking Lecture | 1 |
|                 | CULN 104L Fundamentals of Baking Lab | 3 |
|                 | CULN 201 Skills II Meat, Fish/Shellfish, & Poultry-Soup, Stocks, & Sauces Lecture | 1 |
|                 | CULN 201L Skills II Meat, Fish/Shellfish, & Poultry-Soup, Stocks, & Sauces Lab | 3 |
|                 | HLTH 164 First Aid & Safety | 2 |
|                 | CULN 202 Culinary Nutrition | 1 |
|                 | CULN 202L Culinary Nutrition Lab / Healthy Cooking Techniques | 2 |
|                 | Total Credits | 13 |

| Third Trimester | CULN 203 Skills III Garde Manger Lecture | 1 |
|                | CULN 203L Skills III Garde Manger Lab | 3 |
|                | CULN 204 Dining Room Service, Menu Planning, Bar & Beverage | 2 |
|                | CULN 205 Banquets, Catering, and Buffet Preparation | 1 |
|                | MATH 120 Intermediate Algebra | 3 |
|                | ENGL 102 Critical Reading and Writing | 3 |
|                | Or 219 Technical Writing | 3 |
|                | Total Credits | 13 |

| Fourth Trimester | CULN 206 Restaurant Management | 1 |
|                 | CULN 207 American Regional Cuisine | 2 |
|                 | CULN 208 Advanced Baking/Pastries Lecture | 1 |
|                 | CULN 208L Advanced Baking/Pastries Lab | 3 |
|                 | BADM 114 Intro to Business | 3 |
|                 | PSYC 105 Intro to Psychology | 3 |
|                 | Total Credits | 13 |

<p>| Fifth Trimester | CULN 209 International Cuisine | 2 |
|                | CULN 210 Escoffier and French Culinary Skills and Techniques | 2 |
|                | CULN 211 Student Internship | 1 |
|                | SPAN 101 Elementary Spanish I | 3 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or ARTH 101</td>
<td>Intro to Art</td>
<td>3</td>
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<tr>
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**TOTAL CREDIT HOURS REQUIRED** 61
GEOSPATIAL INFORMATION TECHNOLOGY

The purpose of the Geospatial Information Technology (GIT) Program is to provide technical skills to use geo-referenced data for the purpose of economic, educational, and social development of Native American communities. The technical skills are achieved through short, intensive courses as well as regular, trimester-long courses, and community based demonstration projects at SIPI.

Geospatial Information Technology (GIT) takes the locations of our lives and maps them, utilizing methods and technology from Geography, Mathematics and Computer Science. SIPI’s GIT students learn skills to help them work in a variety of fields. Our students work on exercises ranging from resource management to economic development to homeland security. SIPI’s GIT program prepares students to enter the workforce and to be leaders in their communities. The GIT program also offers research internships, where students research a wide range of topics.

SIPI’s Science and Technology building houses state-of-the-art computer facilities, laboratories and classrooms that provide an excellent teaching and learning environment for the GIT Program. Students will learn to use the latest software and equipment when learning both geographical information systems (GIS) and geographic positioning systems (GPS).

Students, who enjoy science and computers, can make a significant difference and have a well-paid job by choosing a career in geospatial information technology. Graduates could be a part of efforts to conserve, manage and improve resources such as wildlife, fisheries, forests, rangelands, and water, or go to work for businesses analyzing their target markets, product distribution network, or financial lending patterns. SIPI students in GIT obtain a sound academic foundation and get extensive real-world experience.

GIT graduates are well prepared to transfer their Associate of Applied Science degrees to four-year universities and complete their Bachelor of Science degrees. SIPI has transfer programs in place that help students complete the transition to their four-year school. Career opportunities for students in geospatial fields are excellent. Most graduates are employed by federal land management agencies, local tribes, or local industry.

Mission Statement

The purpose of the Geospatial Information Technology Program is to teach skills that enable students to collect, maintain, store, analyze, and present geo-referenced data. In addition to learning about the technical applications of geographic information systems (GIS) and geographic positioning systems (GPS), students will also have the opportunity to practice and build upon general education competency skills in both the classroom and internship positions. The combination of a strong foundation of GIT technical skills as well as the opportunity to further develop general education competency skills ensures that graduates become lifelong learners who can successfully pursue either a four-year degree or a job in the GIT field.

Associate of Applied Science Degree and Certificate Programs

The geospatial industry has been identified by the Department of Labor as a high-growth industry. In order to provide training and learning opportunities for both students new to the field as well as professionals, SIPI offers two different programs in geospatial technology: an Associate of Applied Science degree and a Certificate in GIT.

GEOSPATIAL INFORMATION TECHNOLOGY CERTIFICATE

The GIT Certificate Program is designed for professionals or students who may be working or studying in a field that utilizes geospatial information technology. The program provides students with education credits that can be used towards Geospatial Information Systems Professional (GISP) certification. By utilizing the summer short courses, students can complete the GIT course work in a minimal amount of time with fewer general education core competency requirements as well as fewer overall credit hours.

Goals:

The GIT certificate program will enable students to:

- Earn credits that can be applied toward GISP certification through the Geospatial Information Systems Institute (GISP)
- Pursue employment in the GIT field or in one of the many related fields supported by GIT including natural resources, engineering, business and renewable energy.
- Acquire professional development skills needed to enhance expertise in one of the many disciplines using GIT.
Outcomes:

- Students will have an understanding of the principles of mapping and cartography and be able to apply that to map design, production and interpretation.
- Students will have knowledge of the history and development of GIS, GPS and remote sensing technologies and understand the diversity of applications that can be addressed through the utilization of these technologies.
- Students will be familiar with GIS and GPS software, data formats, data collection, equipment, concepts and their application.
- Students will be able to describe the importance of GIT in various environments, understand GIT terminology and explain characteristics and components of GIT.
- Students will have an understanding of various GIT analytical components and be able to put this into action with various projects in several disciplines including Natural Resources, Environmental Sciences, Business, Renewable Energy and governmental management issues.

GEOSPATIAL INFORMATION TECHNOLOGY
Certificate (CIP: 45.0702B)

First Trimester
ENGL101  Composition  3
GIT 101  Digital Cartography  3
COSC 107  Computer Literacy  3
GIT 111  Introduction to GIS/GPS Technology  3
Total Credits  12

Second Trimester
COSC 185 Database Management Systems OR COSC 121 Introduction to Programming  3
MATH120  Intermediate Algebra  3
GIT 121  Advanced GIS/GPS Technology  3
GIT 201  Principles & Theory of GIS and GPS Applied  3
Total Credits  12

Third Trimester
GIT 202  Photogrammetry & Mapping  3
GIT 203  Remote Sensing  3
GIT 280  GIT Internship  3
Total Credits  9

TOTAL CREDIT HOURS REQUIRED  33

GEOSPATIAL INFORMATION TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE

The Associate in Applied Science degree (AAS) prepares students to enter the geospatial industry at an entry level position with a solid basic understanding of the principles and practical aspects of geospatial technology. These technologies are taught as they related to a wide range of fields, including Natural Resources, Renewable Energy, Land Management, and Business, enabling students to find employment in a variety of fields. The GIT program also prepares those students who want to pursue further education in GIT or related fields at a four-year university.

The Associate of Applied Science degree in GIT is a course of study over five trimesters designed for students who are new to the field of geospatial information technology. This program prepares students for a career in GIT by learning the workflows used in data capture, data storage, editing, analysis, and presentation. Students take a variety of classes including GIS/GPS, Photogrammetry and Remote Sensing. Graduates of the program will be prepared to enter into either entry-level technical positions or four-year institutions for further education.

Goals:

The AAS degree program will enable students to:

- Obtain employment in the GIT field or in one of the many related fields supported by GIT including natural resources, engineering, business, renewable energy and others that support tribes and their interests.
• Pursue further education at a four year institution in Geospatial Sciences or other field that Geospatial Information Technologies (GIT) is used to support.
• Acquire professional development skills needed to enhance expertise in one of the many disciplines using GIT.
• Apply research methods to GIT projects.

Outcomes:

Graduates of the GIS AAS Program will be able to:
• Use the principles of mapping and cartography, and apply those to map design, production and interpretation
• Discuss the history and development of geographic information systems (GIS), global positioning systems (GPS) and remote sensing technologies which comprise GIT
• Discuss Photogrammetry and Remote Sensing concepts and principles
• Use GIS and GPS software, hardware and understand their application
• Describe the importance of GIT in various environments through projects, posters and presentations
• Conduct geospatial analysis for various projects in several disciplines including natural resources, environmental sciences, business, renewable energy and governmental management issues
• Discuss practical application of real world GIS/GPS/Remote Sensing projects
• Apply the principles of the scientific method to GIT projects

GEOSPATIAL INFORMATION TECHNOLOGY
Associate of Applied Science Degree (CIP: 45.0702)

First Trimester
ENGL 101 Composition 3
GIT 101 Digital Cartography 3
COSC 107 Computer Literacy 3
GIT 111 Introduction to GIS/GPS Technology 3
Total Credits 12

Second Trimester
ENGL 102 Critical Reading and Writing 3
GIT 121 Advanced GIS/GPS Technology 3
MATH 121 College Algebra 3
COSC 121 Introduction to Computer Programming 3
Total Credits 12

Third Trimester
GIT 201 Principles and Theory of GIS/GPS Applied 3
GIT 202 Photogrammetry & Mapping 3
____ ___ Select from: COSC/ITCT/ENGR courses 3
____ ___ Laboratory Science 4
Total Credits 13

Fourth Trimester
GIT 203 Remote Sensing 3
COSC 185 Data Base Management Systems 3
MATH ___ MATH 123 Trigonometry OR MATH 145 Statistics 3
____ ___ Humanities/ Social Science 3
____ ___ SELECT 1 from: COSC/ITCT/ENGR courses 3
Total Credits 15

Fifth Trimester
GIT 280 Practicum/Internship 3
GIT 290 Special Topics in GIT 3
____ ___ Laboratory Science 4
____ ___ SELECT 1 from: COSC/ITCT/ENGR courses 3
Total Credits 13

TOTAL CREDITS HOURS REQUIRED 65
NETWORK MANAGEMENT

Mission Statement
The Network Management Program endeavors to provide students with technical training in computer network technologies that will qualify graduates for job opportunities in a wide range of industry settings.

Network Management Associate of Applied Science Degree
The Network Management curriculum is based on the CISCO Systems Networking Academy Program and has two primary focuses: Networking and System Administration. Students are guided to understand end user systems/servers and how they connect to the network/Internet utilizing network topologies and cabling. Students are given experience building networks by configuring routers, using advanced routing concepts and traffic segmentation. After the networking process has been covered in detail, students are introduced to network troubleshooting techniques. The final series of topics are related to system administration. These topics include providing operational support and management for users, applications and equipment and protecting network resources using security technologies.

Goals
- Program graduates should be employed as network administrators.
- Program graduates should possess the CISCO Certified Network Association (CCNA) certification.

Network Management Associate of Applied Science Degree Outcomes:
- Configure and use routing protocols, switches, and routers, and correctly document all network configurations.
- Demonstrate a team-oriented, methodical approach to identifying and fixing network problems with the appropriate troubleshooting tools.

NETWORK MANAGEMENT
Associate of Applied Science Degree (CIP: 11.1002D)

First Trimester
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<thead>
<tr>
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<tr>
<td>ITCT</td>
<td>IT Essentials I (A+)</td>
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<tr>
<td>ITCT</td>
<td>Network Management/Cisco I</td>
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<tr>
<td>ENGL</td>
<td>Composition</td>
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<td>ITCT</td>
<td>Network Management/Cisco II</td>
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<tr>
<td>MATH</td>
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<tbody>
<tr>
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<tr>
<td>MATH</td>
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<td>ITCT</td>
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TOTAL CREDIT HOURS REQUIRED: 63
Mission Statement

The Pre-Engineering program endeavors to equip students with necessary skills in Math, Physics, Chemistry, Computer-aided Design, and lower division engineering courses, which will insure their success in the pursuit of advanced engineering degrees.

Goals

- Graduates should successfully transfer to and graduate from an accredited baccalaureate engineering program.
- Graduates should apply engineering knowledge and skills to solve practical problems to benefit their communities.
- Graduates should be employed as engineers using 21st century tools to solve real problems.

PRE-ENGINEERING ASSOCIATE OF SCIENCE DEGREE

The Pre-Engineering Program provides the Technical, Mathematics, Science, and General Education courses required in the first two (2) years of most university four-year engineering programs. The Associate of Science Degree in Pre-Engineering is a program of study requiring a suggested minimum of five (5) trimesters to satisfy the requirements of the program. The technical course requirements of 22 credit hours are computer-aided drafting and lower-level general engineering theory and lab courses designed to introduce students to various engineering disciplines and to prepare students to transfer to a four-year institution. Most courses are fully transferable for those students wishing to pursue four-year baccalaureate engineering degrees at a university.

Pre-Engineering Associate of Science (A.S.) Degree Outcomes:

- Graduates of the A.S. in Pre-engineering program will be able to demonstrate calculus-based math and science ability.
- Graduates of the A.S. in Pre-engineering will be able to work in teams to complete a design project.
- Graduates will be prepared for further education in Engineering.
- Graduates of the A.S. in Pre-engineering program will be able to contribute to an engineering project in a tribal, federal, or private context.

Pre-Engineering Associate of Science Degree (CIP: 14.0101D)

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<td>ENGR 105</td>
<td>Introduction to Engineering and Design</td>
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<td>ENGL 101</td>
<td>Composition</td>
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<td>MATH 162</td>
<td>Calculus I</td>
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<td>Circuit Analysis I</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM 121L</td>
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<td>ECON 200</td>
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<td>Engineering Statics</td>
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ENGR 280  Engineering Internship OR
ENGR 285  Design Project OR
ENGR 290  Special Topics 3
____  ____  Social/Behavioral Science Elective (PSYC 105 or SOSC 101) 3
____  ____  Humanities Elective (HIST 162, LITR 296, or SPAN 101) 3
Total Credits 12
TOTAL CREDIT HOURS REQUIRED 62

COMPUTER-AIDED DRAFTING AND DESIGN CERTIFICATE

Mission Statement
The Computer-Aided Drafting and Design (CADD) Certificate program is intended to provide students with marketable skills in approximately three (3) trimesters. There is an on-going industry demand for individuals certified in computer aided drafting or design. Industry trends indicate that CADD Certification can lead to well-paying immediate full-time or part-time employment, allowing one to concurrently pursue a two-year or four-year degree.

Goals
The Computer Aided Drafting and Design Certification Program endeavors to equip students with necessary skills in: Math; English; Technical & Engineering Drawings; Computer Aided Design (CADD); and Mechanical, Architectural and Electrical Drawing Applications. These skills prepare students to apply the foundations and skills of this discipline to develop detailed CADD drawings by using existing technology and software knowledgeably, confidently, and effectively.

- Graduates will be employed in drafting and design-related positions.
- Graduates will be employed in computer-aided manufacturing (CAM) positions.
- Graduates will pursue further education in related fields.

Certificate of Completion
The Computer-Aided Drafting and Design (CADD) Certificate program is intended to provide students with marketable skills in approximately three (3) trimesters. There is an on-going industry demand for individuals certified in computer aided drafting or design. Industry trends indicate that CADD Certification can lead to well-paying immediate full-time or part-time employment, allowing one to concurrently pursue a two-year or four-year degree.

Computer Aided Drafting and Design Outcomes:
- Demonstrate knowledge of the fundamental technology related to CADD and apply Modern Design Techniques & Computer Numerical Technology.
- Demonstrate the use of conventional Dimensioning, Notation & Sectioning techniques and Standardized Data and Information on Technical Fields.
- Collect, organize and manage sheet sets.
- Develop technical and engineering drawings in multi-view and 3D using standard drafting techniques and CADD software.

COMPUTER AIDED DRAFTING AND DESIGN
Certificate of Completion (CIP: 15.1302)

First Trimester
ENGL 101  Composition 3
ENGR 101  Introduction to CADD 3
ENGR 105  Introduction to Engineering and Design 3
MATH 120  Intermediate Algebra 3
Total Credits 12

Second Trimester
ENGR 102  Advanced CADD 3
ENGR 103  Engineering Graphics 4
MT 211L  Introduction to Computer Numerical Control 4
MATH 121  College Algebra 3
Total Credits 14

Third Trimester
COSC 121  Introduction to Programming 3
ENGR 104  Mechanical and Electrical Drawing Applications 4
ENGR 106  Solid Modeling 3
NATURAL RESOURCES MANAGEMENT

ASSOCIATE OF APPLIED SCIENCE DEGREE

The Natural Resources Program Management prepares students to work in a variety of technical-level fields in natural resources. To ensure student success in an academic and workplace setting, students must have a solid general education foundation in the area of communications, laboratory science, mathematics, and social/behavioral science.

In addition to the required General Education requirements, the natural resources curriculum provides individuals with technical training in plant and tree identification, geospatial applications, natural resource measurements and techniques, and soils.

Students learn through a variety of approaches, including classroom instruction, internships, and laboratory and field experiences. Natural Resources (NATR) students have opportunities to gain hands-on experience in a variety of learning environments which incorporate the campus greenhouses, classroom and laboratory facilities, arboretum, orchard, and agriculture fields. In addition to the Rio Grande bosque, the surrounding mountains, rangeland and riparian areas provide natural resources students with practical outdoor field training opportunities.

**Program Goals**

The primary goal of the Natural Resources Program curriculum is to prepare students to enter the field at a technical level with knowledge and skills required to meet current employment standards, while recognizing and supporting academic achievement options through articulation.

The Associate in Applied Science (AAS) degree in Natural Resources Management is a six-trimester course of study designed to be responsive to tribal, public and federal agency needs. The first year of the program involves general education requirements and program core courses, and the second year is devoted to intensive specialized course work and field labs to meet specific training needs in resource management. The curriculum is designed to provide a technical background for graduates to assist professionals in the field or laboratory, and to provide a strong academic program for students planning to pursue higher degrees. Many program courses are accepted directly or as electives upon transfer to universities within New Mexico and Arizona.

**Mission Statement**

The Natural Resources Management Program will provide students with current knowledge and skills to be proficient in the technical aspects of resource management and graduate individuals with scientific base knowledge to perform successfully in tribal, private, non-government organizations (NGO’s), state, and federal organizations as well as transfer successfully into bachelor degree programs.

**Goals**

The Natural Resources Management Program will prepare students to enter the natural resources field at the technical level with the knowledge and skills required to meet current employment standards.

**Associate in Applied Science Degree**

The Associate in Applied Science (AAS) degree program in Natural Resources Management is designed to provide students with the skills needed to enter the work force directly. The curriculum includes a required general education component, science foundation, field techniques, and a supervised internship experience. To receive the AAS degree, a minimum grade of C is required in all coursework.

**Natural Resources Management Associate of Applied Science Degree Goals:**

- Students will be able to work as technicians in the field of Natural Resources.
- Students will be able to serve as leaders in the field of Natural Resources.

**Natural Resources Management Associate of Applied Science Degree Outcomes:**

- A successful graduate will be able to demonstrate technical knowledge in natural resources through oral and written communication.
- A successful graduate will be able to analyze a natural resources problem and identify a solution in natural resources.
- A successful graduate will be able to collect natural resources data.
NATURAL RESOURCES MANAGEMENT
Associate of Applied Science Degree (CIP: 03.9999R)

First Trimester
ENGL 101 Composition 3
AGTC 104/L College Algebra 3
Total Credits 10

Second Trimester
ENGL 219 Technical Writing 3
GIT 111 Introduction to GIS/GPS Technology 3
BIOL 121/L General Biology w/Lab 4
Total Credits 10

Third Trimester
NATR 200 General Ecology 3
AGTC 102 Fundamentals of Soils 3
CHEM 121/L General Chemistry w/Lab 4
MATH ____ MATH123 (Trigonometry) OR MATH145 (Statistics) 3
NATR ____ NATR221 (Identification of Grasses & Shrubs) OR NATR202 (Trees of North America) 3
Total Credits 16

Fourth Trimester
GIT 121 Advanced GIS/GPS Technology 3

121
Advanced
GIS/GPS
Technology

3
NATR ____ Select from: NATR201/L, NATR220/L, NATR230/L 4
____ ____ Social/Behavioral Science or Humanities Elective 3
____ ____ Laboratory Science Elective (in Program or Liberal Arts) 4
Total Credits 14

Fifth Trimester
NATR ____ Select from: NATR201/L, NATR220/L, NATR230/L 4
NATR ____ Select from: NATR205, NATR225, NATR235 3
Total Credits 7

Sixth Trimester
NATR 280 Natural Resources Program Internship 3
Total Credits 3

TOTAL CREDIT HOURS REQUIRED 60

ENVIRONMENTAL SCIENCE PROGRAM
ASSOCIATE OF APPLIED SCIENCE DEGREE

The Associate of Applied Science (AAS) degree in Environmental Science is a five trimester course of study designed to prime students for productive engagement in water and mineral resources sampling, waste management, environmental quality control and current issues like Climate Change. It covers these topics with a specific emphasis on Tribal, public and federal agency needs, but also seeks to supply its graduates with skills applicable to private sector and non-profit employment. The first year of the program involves General Education requirements and program core courses, while the second year is devoted to specialized course work and field labs. The curriculum is designed to prepare graduates for work in field and laboratory settings. It is also structured to allow continuing students to transfer relevant credits to higher degree programs.

Mission Statement
The mission of the Environmental Science Program is to provide students with functional up-to-date technical skills that includes a strong general basis in general education and training in scientific reasoning. Its curriculum is designed to allow post graduate employment or transfer into to four-year baccalaureate programs. Moreover,
Environmental Science Program aims to enrich these basic educational objectives with opportunities for internships, extracurricular professional development, and community engagement.

**Goals**
The primary goal of the Environmental Science Program is to provide high quality education for students and convey skills that will further their employment or follow-on education in the field.

- Graduates seeking post graduate employment will find positions as technicians or support staff in the field.
- Graduates seeking ongoing education in Environmental Science will be able to transfer credits into existing baccalaureate programs.

**Environmental Science Associate of Applied Science (A.A.S.) Degree Outcomes:**
- Students completing the program will utilize relevant terminology fluently to describe commonly encountered environmental problems and remediation strategies.
- Students completing the program will operate competently in standard Environmental Science contexts, whether these involve individual or team-related work.
- Students completing the program will employ current Environmental Science theory and practice appropriately in professional and policy settings.
- Students completing the program will be able to utilize a wide array of modern tools to document, measure, and analyze environmental data.

### ENVIRONMENTAL SCIENCE PROGRAM

**Associate of Applied Science Degree (CIP: 03.9999V)**

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<td>Composition</td>
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<td>Social/Behavioral Science/Humanities Elective</td>
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<td>BIOL 121/L</td>
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<td>GIT 111</td>
<td>Introduction to GIS/GPS</td>
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<tr>
<td></td>
<td>ENVS 121/L</td>
<td>Environmental Science I w/lab</td>
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<td>CHEM 121/L</td>
<td>General Chemistry I w/lab</td>
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<td>MATH</td>
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<td>AGTC 102</td>
<td>Fundamentals of Soils</td>
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<td>NATR 200</td>
<td>General Ecology w/lab</td>
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<td>ENVS 125</td>
<td>Environmental Regulations</td>
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<td>ENVS 123</td>
<td>Field Methods in Environmental Science</td>
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<td>ENVS 122/L</td>
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<td>ENVS 201</td>
<td>Contemporary Issues in Environmental Science</td>
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<td>ENVS 211</td>
<td>Tribal Environmental Management and Planning</td>
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<td>ENVS 290</td>
<td>Special Topics in Environmental Science</td>
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<td>ENVS 280</td>
<td>Environmental Science Program Internship</td>
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**TOTAL CREDIT HOURS REQUIRED**

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COURSE DESCRIPTIONS

ACCOUNTING

ACCT 101 Fundamentals of Accounting (3)
Prerequisites: None
This course covers basic accounting principles for a service business including the complete accounting cycles. Students will complete several problems from each chapter and a final comprehensive project for a thorough presentation of each step in the accounting cycle. (Not transferable) Offered-Fall, Spring, and Summer

ACCT 201 College Accounting I (3)
Prerequisites: ACCT 101
This course gives the student a solid foundation in generally accepted accounting principles, beginning with basic double entry concepts, classification of accounts, preparation and analysis of financial statements, adjusting entries, and the measurement and reporting of cash and internal control. Emphasis is on the service and merchandising corporations. Offered-Fall, Spring, Summer

ACCT 202 College Accounting II (3)
Prerequisites: ACCT 201
This course is a continuation of financial accounting topics introduced in ACCT 201. Emphasis is given to balance sheet accounting issues analysis including topics relating to inventory, accounts receivable, long-term assets, liabilities and stockholders’ equity. The course concludes with the statement of cash flows. Offered-Fall, Spring, Summer

ACCT 210 Payroll Accounting (3)
Prerequisites: ACCT 201
This course covers accounting procedures and controls, tax, and employment laws and tax reports that form the core of payroll responsibilities. Offered-Spring, Summer, Fall, or on demand.

ACCT 220 Income Tax (3)
Prerequisites: ACCT 101
Federal income taxation of individuals and proprietorships under the Internal Revenue Code and regulation, including accounting periods, methods, income deductions, property transactions, tax credits, and research and planning. Offered-Spring

ACCT 235 Microcomputer Accounting for Small Business (3)
Prerequisites: ACCT 101
Upon completion of this course, the student will be able to set up a computerized accounting system for a small business using Peachtree Accounting Software. The purpose of this course is to teach the student how to set up and use an accounting software program to keep financial records of a small business. Offered-Summer

ACCT 250 Tribal Accounting (3)
Prerequisites: ACCT 101
This is a compilation of accounting topics specifically selected for students contemplating employment in a tribal accounting office as with a managerial accounting course with an internal reporting focus. The course addresses those skills specifically needed to succeed in that environment. Accounting principles as prescribed by the Governmental Accounting Standards Board and the Financial Accounting Standards Boards will be covered. The course covers financial statement analysis, job order cost systems, activity based costing, cost behavior, cost-volume-profit analysis, budgeting and incremental analysis. Offered-Fall, Spring.

ACCT 280 Cooperative Education (3)
Prerequisites: Permission
A supervised cooperative work program coordinated by the student’s advisor in an approved accounting or related occupation. Offered-On Demand

AGRICULTURE

AGTC 102 Fundamentals of Soils (3)
Prerequisites: Chem111, CHEM 111L
An introduction to soil properties and their relationship to land use, conservation, and plant growth. Emphasis of the course is placed on how knowledge of soil properties can be applied when making management decisions in agronomy.

AGTC 104 Introduction to Plant Science (3)
Prerequisites: ENGL 100, COSC 107; Co-requisites: AGTC 104L
The introductory course introduces students to plants and plant biology with an emphasis on economically important crops and grass morphology. Basic structure, function, morphology, growth, and propagation of plants will be explored.

**AGTC 104L Introduction to Plant Science Lab (1)**
**Prerequisites:** ENGL 100, COSC 107; **Co-requisites:** AGTC 104
Labs will provide hands-on exercises and observations to reinforce underlying principles and practices in plant science.

**AGTC 202 Introduction to Soil Science (3)**
**Prerequisites:** CHEM 121, CHEM 121L; **Co-requisites:** AGTC 202L
Introduction to Soil Science - Comprehensive introduction of soils as a natural resource emphasizing physical, chemical, mineralogical, and biological properties. Course will emphasize soil-plant relationships, soil management in arid environments, and land use practices. Partially duplicates AGTC 102.

**AGTC 202L Introduction to Soil Science Lab (1)**
**Prerequisites:** CHEM 121, CHEM 121L; **Co-requisites:** AGTC 202
Field and laboratory techniques to coincide with lecture topics, cultural practices in agriculture, and practical applications in soil management are implemented and observed.

**AGTC 280 Agricultural Internship (3)**
**Prerequisites:** Second year standing
This course is designed to give students supervised research or work training experience to support academic and professional development. Students participate in a paid or volunteer position with an approved mentor at a university or agency (Non-governmental organization, public, private, or tribal).

**AGTC 290 Special Topics in Agriculture (1-4)**
**Prerequisites:** Second year standing
This elective course enables the program to address current issues and topics in agriculture.

**ANTHROPOLOGY**

**ANTH 101 Introduction to Anthropology (3)**
**Prerequisites:** ENGL 100
Survey of the entire field of anthropology including archeology, biological anthropology, cultural anthropology, ecological anthropology and linguistics.

**ANTH 130 Cultures of the World (3)**
**Prerequisites:** ENGL 100
Basic concepts and methods of cultural anthropology with a focus on selected cultures, ranging from preliterate societies to aspects of urban civilization.

**ART HISTORY**

**ARTH 101 Introduction to Art (3)**
**Prerequisites:** ENGL 100
A beginning course in the fundamental concepts of the visual arts; the language of form and the media of artistic expression. Reading and slide lectures supplemented by museum exhibition attendance.

**ARTH 102 Art Foundations (3)**
**Prerequisites:** ARTH 101
Introduces hands-on art experience to include techniques of drawing pencil and charcoal to basic principal of using color.

**ARTH 131 Overview of World Art (3)**
**Prerequisites:** ARTH 101
Through slide presentations and lectures students explore art forms from various world cultural areas, with greater emphasis an American Indian and Pre-Columbian art.

**ARTH 251 Art Traditions of the American Southwest (3)**
**Prerequisites:** None
Survey of major artistic traditions and interrelationships among Southwest cultures from prehistoric to modern times using slide lecture, video films, discussion to review the arts of basketry, pottery, architecture, jewelry, textiles, sculpture, painting and photography in their historical and cultural contexts.
ASTRONOMY

ASTR 101  Introduction to Astronomy (3)
Prerequisites: ENGL 100, MATH 100; Co-requisites: ASTR 101L
This course provides an introduction to Astronomy by studying astronomical objects beginning with the Earth and Moon and proceeding to the farthest known objects in the universe, quasars. The course includes discussion on the birth and death of the universe. A basic understanding of algebra is helpful.

ASTR 101L  Introduction to Astronomy Lab (1)
Prerequisites: ENGL 100, MATH 100; Co-requisites: ASTR 101
The Astronomy Lab will include making qualitative observations with the naked eye and telescope, quantitative measurements of the position and motion of heavenly bodies, drawing conclusions based on observations and measurements, utilizing a sky chart/planisphere and explaining the motions of heavenly bodies.

BIOLOGY

BIOL 111  Biology for Environmental Sciences (3)
Prerequisites: ENGL 100; Co-requisites: BIOL 111L
An introduction to ecology, current environmental problems and control measures. Emphasis on human impact, modern technology, natural ecosystems, social, political, and economic processes. The student will have the knowledge to become environmentally responsible and contribute to the quality of human life. Appropriate laboratory work and demonstrations to implement the fundamental principles and concepts learned in theory.

BIOL 111L  Biology for Environmental Sciences Lab (1)
Prerequisites: BIOL 111, ENGL 100; Co-requisites: BIOL 111
Laboratory, which may require dissection, is an integral and required part of this course.

BIOL 121  General Biology (3)
Prerequisites: ENGL 100, MATH 100; Co-requisites: BIOL 121L
An introduction to the fundamental concepts and principles of general biology. The course will cover basic morphological and physiological aspects of cells, tissues, organs, systems and living organisms. The course will progress from the cellular level to the population level of living organisms.

BIOL 121L  General Biology Lab (1)
Prerequisites: ENGL 100, MATH 100; Co-requisites: BIOL 121
Laboratory, which may require dissection, is an integral and required part of this course.

BIOL 123  Biology for Health Sciences (3)
Prerequisites: ENGL 100, MATH 100; Co-requisites: BIOL 123L
Through the investigation and examination of basic structural and functional characteristics of the human body, its cells, tissues, organs, and systems the student will be able to apply basic biological principles to all subject material covered throughout this course. Appropriate laboratory work and demonstrations to implement the fundamental principles and concepts learned in theory.

BIOL 123L  Biology for Health Sciences Lab (1)
Prerequisites: ENGL 100, MATH 100; Co-requisites: BIOL 123
Laboratory, which may require dissection, is an integral and required part of this course.

BIOL 220  General Zoology (3)
Prerequisites: ENGL 100, MATH 100, BIOL 121, CHEM 111; Co-requisites: BIOL 220L
Through systematic investigation of major animal groups, the student will apply structural, physiological, embryological, ecological characteristics, which exist in the field of zoology. The course will cover invertebrate and vertebrate representatives beginning at the microscopic level and advancing to the ecological realm. Offered-Spring

BIOL 220L  General Zoology with Lab (1)
Prerequisites: BIOL 121, CHEM 111; Co-requisites: BIOL 220
Laboratory, which may require dissection, is an integral and required part of this course.

BIOL 237  Anatomy and Physiology (3)
Prerequisites: None
This course is an advanced study of the structures and functions of the human body. The student will recognize and describe anatomical and physiological processes that occur in the cells, tissues, organs and systems of the human body. This course is designed for students in the fields of physical education, physical therapy, nursing or related pre-professional fields. Laboratory work, which requires dissection, is an essential part of this course.
BIOL 237L  Anatomy and Physiology Lab (1)
Prerequisites: BIOL 121 or BIOL 123 with a C grade or better; Co-requisites: BIOL 237
Laboratory, which may require dissections, which is an integral and required part of this course.

BUSINESS ADMINISTRATION

BADM 114  Introduction to Business (3)
Prerequisites: None
A survey course presenting an integrated picture of American business and its operations. Included are topics such as forms of ownership, management, internal organization, production, personnel, labor relations, marketing, finance, insurance, accounting and law. Offered-Fall, Spring, Summer

BADM 118  Small Business Management (3)
Prerequisites: ENGL 100, MATH 100
The Small Business Management Entrepreneurship course is designed to help students learn what it takes to be an entrepreneur. The structure of the course gives students who are interested in starting their own businesses the opportunity to learn the basics of entrepreneurship by developing a business plan. The course is also helpful for students who desire to learn about small business ownership and management as an academic discipline, as well as a career choice. Students of free enterprise will develop an appreciation of the role entrepreneurship has played in shaping our nation. Offered-Summer

BADM 130  Principles of Management (3)
Prerequisites: ENGL 100
Introduces the basic theory of organizations and the functions of planning, organizing, directing, staffing and controlling. The evolution of management and management styles are also examined. Offered-Spring

BADM 135  Human Relations (3)
Prerequisites: None
Focuses on the personal and interpersonal competencies and skills needed in a business setting to understand oneself, one’s co-workers, employers, and customers. Offered-Fall, Spring, and Summer

BADM 240  Business Law (3)
Prerequisites: ENGL 101
Business Law deals with the application of legal principles and procedures common to business practices. Primary areas of study include an overview of the American legal system, contract law and the Uniform Commercial Code, Property and Bailment’s and Business Entities. Offered-Fall, Spring, Summer

BADM 242  Principles of Marketing (3)
Prerequisites: BADM 114
Presents processes, functions and principles in the current marketing system from the perspective of a marketing director. This includes the production of a product or service, its pricing, distribution and promotion. Offered-Fall, Spring

BADM 250  Tribal Leadership (3)
Prerequisites: ENGL 100
This course will focus on the theories, practices and styles of Leadership, compared to the cultural theories and cultural styles of leadership among tribal leaders. Styles of leadership characteristics of tribal leaders of the past are also covered. Offered-Fall

BADM 251  Tribal Management (3)
Prerequisites: ENGL 100
This course will focus on basic management principles of tribal governments, including the functions of management within tribal reservations, tribal councils, tribal casinos and other business ventures. Offered-Fall

BADM 252  Tribal Law (3)
Prerequisites: ENGL 100
This course will examine the special relationship that exists between the federal government and tribal governments. It includes jurisdiction in Indian country, state tribal relations and tribal governing structures. Offered-Fall

BADM 253  Tribal Resources and Economic Development (3)
Prerequisites: ENGL 100
This course will focus on current economic issues confronting tribes and the larger Indian society. Students will analyze and study the traditional economic systems in order to compare tribal and Western economic systems and
concepts within cultural, legal and historical content. Students will explore new visions for the tribe and create a vision plan for economic development. Offered-Spring

**BADM 280**  Cooperative Education (3)
*Prerequisites: ENGL 100*
A supervised cooperative work program that is coordinated by a student’s advisor in an approved business or related occupation. Offered-On Demand

**BFIN 211**  Principles of Finance (3)
*Prerequisites: ACCT 201 or Instructor’s permission*
This course gives the student a solid foundation in the principles of finance, beginning with an overview of financial management, understanding financial statements and cash flow, valuing future cash flows, valuing stocks and bonds, and capital budgeting.

**BUSINESS EDUCATION**

**BUED 102**  Keyboarding (3)
*Prerequisites: ENGL 099, MATH 098*
Keyboarding is an intensive course designed to help students develop a strong technique of keyboarding skills needed for today and reinforced by applying word-processing functions to business correspondence, tables, reports, and administrative and employment documents. Other features include communication activities, a workplace simulation, Welcome to Windows, File Management, and news on employment topics. Offered-Fall, Spring, and Summer

**BUED 125**  Business Math (3)
*Prerequisites: MATH 98*
This course covers fundamentals of business mathematics including percentage formula applications, discounts, markup, bank reconciliation, simple and compound interest, depreciation methods, employee earnings, and money management. Offered-Fall, Spring, and Summer

**BUED 130**  Records Management (3)
*Prerequisites: COSC 107*
This course covers the fundamentals of filing by learning ten basic filing rules and applying these rules to names. It covers the alphabetic, numeric, subject, and geographic filing systems. A computer Microsoft program is used to enforce and emphasize rules and filing methods used in a business environment. Offered-Summer

**BUED 210**  Word Processing (3)
*Prerequisites: COSC 107*
Specialized class featuring experimental learning of Microsoft Word 2010 software through lecture, manufacturer’s operating instructions, and hands-on assignments. Students will use Microsoft Word to produce business documents, merging, segment assembly, sort, database, graphic insertions, and basic macros. Knowledge of basic business formats is required. Offered-Summer

**BUED 215**  Multimedia in Business (3)
*Prerequisites: BUED 102, BUED 210, COSC 107*
This course is designed to introduce students to desktop publishing through the use of multimedia. This course focuses on the use of word processing software features, digital camera, scanner, colored printer, black and white printer, various photo editors and the use of the Internet to create a variety of professional-looking documents. It combines the roles of page designer and typesetter and allows the user to produce professional-looking document for both the home and business office. Offered-Summer

**BUED 280**  Cooperative Education (1-6)
*Prerequisites: None*
A supervised cooperative work program that is coordinated by the student’s advisor in an approved office or business related occupation. Offered-On Demand

**COLLEGE AND CAREER PREPARATION**

**CACS 099**  Introduction to Online Learning (1)
*Prerequisites: None*
The Introduction to Online Learning course is an asynchronous 4-week course designed to introduce students to the Blackboard online learning system. The course introduces the student to all the Blackboard Course Tools, and has the student’s complete exercises to reinforce the use of the tools. This course will help students with all other online classes.
CACS 100  College and Career Success (2)  
**Prerequisites:** None  
This course provides an opportunity to learn and adopt methods for success in school and the workplace. Topics include time management, test taking, and note taking techniques, the development of a personal study system, exploring careers, resume writing, and interview skills. The course will focus on assisting you in developing practical college and career skills and techniques that will enhance academic and workplace success and increase your enjoyment of learning.

**CHEMISTRY**

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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
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| CHEM 111    | Elements of Chemistry (3) | | **Prerequisites:** MATH 120; Co-requisites: CHEM 111L  
This course covers qualitative and quantitative areas of non-organic general chemistry. Instruction includes: atomic and molecular structure, the Periodic Table, acids and bases, mass relationships, and solutions. The course will satisfy the Chemistry requirement for an A.A. degree. It is designed for non-science majors and nursing students. |
| CHEM 111L   | Elements of Chemistry Lab (1) | 1 | Co-requisites: CHEM 111  
Laboratory work will require working with chemicals, laboratory simulations and computer activities. |
| CHEM 121    | General Chemistry I (3) | | **Prerequisites:** CHEM 111 or MATH 121; Co-requisites: CHEM 121L  
The first of a two-step course sequence required for students majoring in sciences, engineering or pre-med. Includes atomic and molecular structure, stoichiometry, mass and energy relationships, chemical reactions, chemical bond theory, and gas laws. |
| CHEM 121L   | General Chemistry Lab I (1) | 1 | Co-requisites: CHEM 121  
Laboratory work will require working with chemicals, laboratory simulations and computer activities. |
| CHEM 122    | General Chemistry II (3) | | **Prerequisites:** CHEM 121, CHEM 121L; Co-requisites: CHEM 122L  
A continuation of CHEM 121 and CHEM 121L, that includes the study of chemical periodicity, equilibrium, solubility, states of matter, reaction rates, acids & bases, and organic chemistry. |
| CHEM 122L   | General Chemistry II Lab (1) | 1 | Co-requisites: CHEM 122  
Laboratory work will require working with chemicals, laboratory simulations and computer activities. |
| CHEM 212    | Introduction to Organic Chemistry or Biochemistry (4) | | **Prerequisites:** CHEM 111, CHEM 111L, CHEM 121, CHEM 121L  
Introduction to the basics of organic and biological chemistry via discussion of the structure, bonding, properties and reactivity of the basic families of organic and biologically important compounds with special emphasis toward interests of students in health sciences, including, saturated and unsaturated hydrocarbons, oxygenated hydrocarbons, carbohydrates, fats and proteins. |
COMPUTER SCIENCE

COSC 107 Computer Literacy (3)
Prerequisites: BUED 102 or Instructor’s permission
The purpose of the Computer Literacy course is to expose students to the capabilities of modern data processing hardware and software. The course focuses on four types of software; operating system software, word-processing, spreadsheet, and presentation software. Offered-Fall, Spring, Summer

COSC 112 Web Design (3)
Prerequisites: BUED 102, COSC 107
The course will be taught as if students are absolute beginners in web page design using Hypertext Markup Language (HTML) and will progress to more advanced material. The book used for this course is written so HTML skills can be developed quickly and easily. It integrates the Secretary’s Commission on Achieving Necessary Skills workplace competencies and foundation skills. Students will use HTML and Notepad (text editor) to create the web pages. They will use an Internet provider to get clip art and preview their web pages. Offered-Fall

COSC 119 Visual Basic (3)
Prerequisites: MATH 100
This course is an introduction to object oriented, event-driven business application programming and graphical user interfaces in the Windows environment. This course is intended for Computer Science, Network Management, Business Information Systems, Civil Engineering, Electronics and other select majors as indicated in those degree requirements. Offered-Spring

COSC 121 Introduction to Programming (3)
Prerequisites: COSC 107, MATH 100
An introduction to programming. It includes computer vocabulary, operating system concepts, structured programming techniques, programming logic, and control. Offered-Fall, Spring

COSC 123 Excel (3)
Prerequisites: COSC 107
This course is designed to enhance student skills in working with spreadsheets to the specialist and expert level. The textbook used for this course has been approved by the Microsoft Office Specialist program. It is designed to prepare students to take the Excel Microsoft Office Specialist exam. This exam is not currently offered at SIPI. Offered-Summer

COSC 124 Access (3)
Prerequisites: COSC 107
This course is designed to enhance student skills in working with database/information management software to the intermediate and advanced level. The textbook used for this course has been approved by the Microsoft Office Specialist program. It is designed to prepare students to take the Access Microsoft Office Specialist exam. This exam is not currently offered at SIPI. Offered-Spring

COSC 145 Intro to UNIX/Administration/Linux (3)
Prerequisites: COSC 121
The goal of this course is to provide students with a comprehensive overview of the UNIX operating system while working with a PC-friendly system. By the end of the course, students will not only be familiar with the UNIX command-line environment, utilities, and applications, but also with the graphical X Window environment. Students will also learn how to use Linux as a powerful programming environment. Programming topics include introducing at shell scripting, as well as the PERL, C, and C++ programming languages. Offered-On Demand

COSC 185 Database Management Systems (3)
Prerequisites: COSC 107
Designing and writing programs in a fourth generation database language. Students learn to create their own menu systems for data input and output, create custom formatted reports, manipulate files and data outside the standard application menus, and plan projects using structured analysis and design techniques.

COSC 211 PowerPoint Presentations (3)
Prerequisites: COSC107, BUED102
The PowerPoint course is designed to teach students the use and purpose of presentation software. They will use presentations software to organize and present information. Students will learn to create slides for on-screen presentation, overhead, or slide projectors, and to print handouts, outlines, or entire presentations.
COSC 280  Cooperative Education (1-4)
Prerequisites: None
A supervised cooperative work program that is coordinated by the student’s advisor in an approved computer or related occupation.

CULINARY ARTS

CULN 101 Safety and Sanitation (2)
Prerequisite: Enrolled in the Culinary Arts Program. Enrolled in Math 98 or higher, with the understanding that the student must complete CULN-103 prior to moving on to the next trimesters lab based classes.
Theory and practice of sanitation procedures in the food service industry. The introduction of proper food handling procedures, environmental sanitation, employee hygiene, foodborne illnesses, safe holding temperatures, health codes, and worker protection. Completion leads to ServSafe certification.

CULN 102 Skills I Lecture (1)
Prerequisite: Enrolled in the Culinary Arts Program. Enrolled in Math 98 or higher, with the understanding that the student must complete CULN-103 prior to moving on to the next trimesters lab based classes.
Encompasses the theories and concepts of basic food preparation. A study of the relationship between food and civilization. Gastronomic studies of various cultural components with food as its central focus. Emphasizes breakfast cookery techniques.

CULN 102L Skills I Lab Basic Food Preparation (3)
Prerequisite: Enrolled in the Culinary Arts Program. Enrolled in Math 98 or higher, with the understanding that the student must complete CULN-103 prior to moving on to the next trimesters lab based classes.
The development of the base culinary skills through basic food preparation. Expansion of knowledge of food products, knife skills, equipment identification and raw ingredients. Knowledge and hands-on experience in breakfast cookery, with exposure to fundamental breakfast cookery items.

CULN 103 Culinary Math, Purchasing and Receiving (2)
Prerequisite: Math 99 or have placed in a higher math.
Mathematical and basic accounting concepts, as they pertain to the food service industry. Emphasizes food costing, menu selling prices, conversion factors, ratios, percentages and yield tests. Introduces the metric system, as it relates to food preparation. Also includes calculation of labor, payroll tax, tip credits, and other employee-related taxes. Discusses the concepts of purchasing and receiving practices in culinary operations.

CULN 104 Fundamentals of Baking Lecture (1)
Prerequisite: CULN 103 Culinary Math, Purchasing and Receiving, CULN 101 Safety and Sanitation, CULN 102 Skills I Lecture.
Study of baking essentials. Entails using formulas and yields, and encompasses the complete chemical breakdown of baking. Includes tools of measurement, bakeshop layout, work flow, and equipment usage.

CULN 104L Fundamentals of Baking Lecture (3)
Prerequisite: CULN 102L Skills I Lab Basic Food Preparation.
The methods of baking and pastry preparation including fundamental skills and techniques. Includes the production of all breads, custards, crèmes, soufflés, and sauces.

CULN 201 Skills II: Meat, Fish/Shellfish, & Poultry—Soup, Stocks, & Sauces Lecture (1)
Prerequisite: CULN 103 Culinary Math, Purchasing and Receiving, CULN 101 Safety and Sanitation, CULN 102 Skills I Lecture.
Expansion of fundamental food preparation skills implemented through the preparation of proteins, seafood poultry, soups, stocks and sauces.

CULN 201L Skills II: Meat, Fish/Shellfish, & Poultry—Soup, Stocks, & Sauces (3)
Prerequisite: CULN 103 Culinary Math, Purchasing and Receiving, CULN 101 Safety and Sanitation, CULN 102L Skills I Lab Basic Food Preparation.
The fundamentals of protein cookery, including protein fabrications, curing of proteins, implementing varied cooking methods. Explores classic and exotic soups, stocks, sauces, and marinades.

CULN 202 Culinary Nutrition (1)
Prerequisite: CULN 103 Culinary Math, Purchasing and Receiving, CULN 102 Skills I Lecture.
An understanding of the human body and overall well-being, through food and nutrition. Focuses on the practical application of scientific concepts as it relates to menu planning and food preparation. Incorporates the science of production, processing, evaluation, and utilization of foods

CULN 202L Culinary Nutrition Lab / Healthy Cooking Techniques (2)
Prerequisite: CULN 103 Culinary Math, Purchasing and Receiving, CULN 101 Safety and Sanitation:
CULN 102L Skills I Lab Basic Food Preparation
Explores healthful cooking techniques. Incorporates the nutrient breakdown of foods. Inspires healthful food preparation and presentation.

CULN 203 Skills III: Garde Manger Lecture (1)
Prerequisite: CULN 201 Skills II: Meat, Fish/Shellfish, & Poultry—Soup, Stocks, & Sauces Lecture
Examines the role of the pantry station in food service industry. Expands upon food preparation theories and concepts with the introduction of traditional garde manger techniques.

CULN 203L Skills III: Garde Manger (3)
Prerequisite: CULN 201L Skills II: Meat, Fish/Shellfish, & Poultry—Soup, Stocks, & Sauces
Fosters further development of essential culinary skills and knowledge through charcuterie and the preparation of salads, sandwiches and hors d’oeuvres. Emphasizes food and table presentation.

CULN 204 Dining Room Service, Menu Planning, & Bar and Beverage (2)
Prerequisite: CULN 203 Culinary Nutrition
Familiarizes students with the general rules of table settings and table service. Covers the principles of menu development, quality customer service, and training procedures. Gives an overview of alcoholic and nonalcoholic beverages, wine appreciation and food affinity. Discusses topics related to responsible alcoholic service.

CULN 205 Banquets, Catering, and Buffet Preparation (1)
Prerequisite: CULN 203 Culinary Nutrition
Presents the knowledge and skills required to open a catering business. Discusses event planning. Includes preparation techniques for buffets, special celebrations and the challenges of working with limited resources in remote and/or temporary kitchens

CULN 206 Restaurant Management (1)
Prerequisite: CULN 204 Dining Room Service, Menu Planning, & Bar and Beverage
Focuses on the leadership and management skills essential to successful business operations. Incorporates human relations in management as well as the business side of the restaurant industry.

CULN 207 American Regional Cuisines (2)
Prerequisite: CULN 202L Skills III: Garde Manger, CULN 202 Skills III: Garde Manger Lecture
A survey of the wide variety of cuisine found throughout the United States. Incorporates traditional New England cuisine, Southwestern cuisine, Cajun-style cooking, Appalachian cuisine, Heartland cuisine, California cuisine and cuisine of the Southeastern United States.

CULN 208 Advanced Baking/Pastries Lecture (1)
Prerequisite: CULN 104 Fundamentals of Baking Lecture
A study of theories and concepts in advanced baking and pastry preparation. Topics include pastry terminology and specialty ingredients. Incorporates ingredient substitutions for nutritional needs. Introduces alternative baking and pastries.

CULN 208L Advanced Baking/Pastries (3)
Prerequisite: CULN 104 Fundamentals of Baking Lecture, CULN 104L Fundamentals of Baking:
Practical applications of advanced baking and pastry techniques. Laboratory production includes French pastries, puff pastries, tortes, strudels, cheesecakes, chocolate confections and sugar work. Students balance recipes using alternative ingredients including fat, dairy, wheat, and sugar replacements currently used in baked goods. Incorporates cake decorating and pastry finishing techniques.

CULN 209 International Cuisine (2)
Prerequisite: CULN 207 American Regional Cuisines
A survey of world cuisines. Explores the traditional foods in the Middle East, Africa, Asia, the Pacific Islands and South America. Incorporates the local, cultural traditions and topography of each region and how they influence foods.

CULN 210 Escoffier and French Culinary Skills and Techniques (2)
Prerequisite: CULN 207 American Regional Cuisines
The exploration of French culinary techniques. Focuses on advanced skills and incorporates the understanding of world cuisine standards through the foundation set by Auguste Escoffier.

CULN 211 Student Internship (1) (250 hours)
Prerequisite: CULN 208L Advanced Baking/Pastries
The student participates in a supervised, hands-on experience in a pre-approved setting, which relates to the food service industry. Requires two-hundred fifty documented contact hours.

EARLY CHILDHOOD EDUCATION

ECED 124 Health, Safety & Nutrition (2)
Prerequisites: English 100, Math 100
This course provides information related to standards and practices that promote children’s physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest.

ECED 126 Childhood Growth/Development & Learning (3)
Prerequisites: English 100, Math 100
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive, and language. The adult’s role in supporting each child’s growth, development and learning is emphasized.

ECED 131 Curriculum Development through Play- Birth through Age 4 (PreK) (3)
Prerequisites: English 100, Math 100; Co-requisites: ECED 131P, Instructor permission only
This beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

ECED 131P Practicum-Birth through Age 4 (Pre K) (2)
Prerequisites: English 100, Math 100, Co-requisite: ECED 131, Instructor permission only
This beginning practicum course is a co-requisite with the course Curriculum Development through Play-Birth through Age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four is emphasized.

ECED 190 Special Topics (1-3)
Prerequisites: English 100, Math 100
Special topics related to Early Childhood Development at the freshman year. Offered—On Demand

ECED 202 Family & Community Collaboration (3)
Prerequisites: English 100, Math 100
This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families’ goals and desires for their children will be supported through culturally responsive strategies.

ECED 204 Introductions to Language, Literacy, & Reading (3)
Prerequisites: English 100, Math 100
This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem
solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

**ECED 214 Guiding Young Children (3)**  
Prerequisites: English 100, Math 100

This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedules will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners while including families as a part of the guidance approach.

**ECED 218 Assessment of Children & Evaluation of Programs (3)**  
Prerequisites: English 100, Math 100

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process.

**ECED 220 Professionalism (2)**  
Prerequisites: English 100, Math 100

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

**ECED 231 Curriculum Development & Implementation- Age 3 (PreK) - Grade 3 (3)**  
Prerequisites: ECED 131, ECED 131P

This curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

**ECED 231P Practicum- Age 3 (PreK) through Grade 3 (2)**  
Prerequisites: ECED 131, ECED 131P, Co-requisite: ECED 231, Instructor permission only

This beginning practicum course is a co-requisite with the course Curriculum Development and Implementation- Age 3 through Grade 3. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

**ECED 290 Special Topics (1-3)**  
Prerequisites: English 100, Math 100, Instructor’s permission

Special topics related to Early Childhood Development at the sophomore year. Offered – On Demand

**ECONOMICS**

**ECON 200 Macroeconomics (3)**  
Prerequisites: ENGL 100, MATH 100

This course covers macroeconomic theory in areas of national income, employment, price stability and growth. The role of money and banking is studied to provide an understanding of the banking systems contributions to our national economy. Unemployment, inflation, supply and demand, the business cycle, fiscal policy, monetary policy and the money supply are all covered. The international sector is also discussed. Offered-Fall, Spring, Summer

**ECON 201 Microeconomics (3)**  
Prerequisites: ENGL 100, MATH 100

This course covers Microeconomic Theory in the areas of the market system, market structure and pricing, resource markets, market failure and public policy. Price elasticity of demand and supply are covered, perfection completion,
monopoly, monopolistic competition, oligopoly, economies of scale, economic regulation and antitrust activity. Income distribution, poverty and the problems with measuring income.

ENGLISH

ENGL 093  HSE Writing Skills (3)
Prerequisites: None,
Prepares students to pass the English and writing section of either the HiSET or HSE exam. This course reviews rules of English writing including spelling, grammar, usage, punctuation, capitalization, and sentence structure. This course teaches students the skills and procedures of developing and writing a short evidentiary essay.

ENGL 098  Basic Writing and Reading Skills (4)
Prerequisites: None
Focuses on basic reading and writing for practical use in school and life. Provides students the opportunity to practice reading strategies, improve their sentence and paragraph skills in their own writing, use of computers for word processing and research, practice oral language skills, and improve English usage and punctuation. (TABE Writing Grade Equivalent 3.0-6.5/TABE Reading Grade Equivalent 3.0-6.5; Accuplacer 0-4).

ENGL 099  Basic English Skills (4)
Prerequisites: None
Focuses on writing tasks related to daily life, school and the workplace to achieve a variety of practical and academic goals. Presents English grammar, usage and punctuation to improve their sentence and paragraph skills in organized pieces of writing. Includes use of computers for word processing and research. (TABE Grade Equivalent 6.7-11.9; Accuplacer 55-68)

ENGL 100  Writing Standard English (4)
Prerequisites: None
Prepares students for first-year college composition and/or advanced career skills by providing practice of the rhetorical and grammatical skills necessary to write purposeful, reader-centered essays. Covers effective use of a writing process in essays. Incorporates readings for discussion of ideas and for information to be used in student’s writings. Includes use of computers for word processing and research. (TABE Grade Equivalent 12.1-12.9 Accuplacer 69-79)

ENGL 101  Composition (3)
Prerequisites: ENGL 100
Integrates reading and writing to improve comprehension and self-expression. Selected readings include two novels and exemplary samples of rhetorical patterns students shall be expected to emulate on their compositions with focus upon logical organization and use of supporting ideas. Also covered is the research paper, including how to document external sources through internal citation and a works cited list. (Accuplacer >79)

ENGL 102  Critical Reading and Writing (3)
Prerequisites: ENGL 101
Emphasizes improving skills of recognizing persuasive prose. Commercialized ads and readings on controversial subject matter are carefully analyzed orally and in writing until arguments are reduced to basic syllogisms. Inductive and deductive reasoning as well as probability and logical fallacies are explained. Students compose analytical and argumentation essays.

ENGL 219  Technical Writing (3)
Prerequisites: ENGL 101
Prepares a foundation in reading, writing, and speaking skills needed in the professional workplace. Includes writing business memos and letters, summarizing information, developing description, definition, and process analysis paragraphics, making reports and proposals, understanding visuals, perfecting résumés and delivering oral presentation.

ENVIRONMENTAL SCIENCE

ENVS 121  Environmental Science I (3)
Prerequisites: MATH 120
Covers general principles and theory relating to environmental science and management. Focal areas for the course include: water management, climate, pollution and waste management. Students taking this course will come away
with a basic understanding of the main issues faced by technicians and managers of environmental science departments.

**ENVS 121L**  
**Environmental Science I Lab (1)**  
*Prerequisite:*  
Complementary laboratory section to ENVS 121. Applied aspects of environmental quality testing and management are emphasized. Students learn techniques through hands-on environmental activities and interactions with government facilities responsible for environmental management.

**ENVS 122**  
**Environmental Science II (3)**  
*Prerequisite:* ENVS 121/L  
Provides a continuation of general principles and theory relating to environmental science and management. Focal areas for the course include: mining, energy production, mitigation of environmental problems, and topical matters relating to tribal communities. Students taking this course will build upon prior learning to develop an intermediate understanding of the main issues faced by technicians and managers of environmental science departments.

**ENVS 122L**  
**Environmental Science II Lab (1)**  
*Prerequisite:* ENVS 121/L, must also be co-enrolled, or have completed ENVS 122  
Complementary laboratory section to ENVS 122. Continues coverage of general principles and theory relating to environmental science with a focus on environmental testing. Focal areas for the course include: weather and climate, food production, ethics, and risk assessment. Students taking this course will come away with a basic understanding of the skills required of technicians and environmental science practitioners.

**ENVS 123**  
**Field Methods in Environmental Science (3)**  
*Prerequisites:* ENVS 121/L and GEOL 101/L or CHEM 121/L  
An applied course in the methodologies commonly employed by environmental managers for sampling, mitigation evaluation, and planning. Students will come away with a solid foundation in applied management techniques for air, water, solid waste, climate and mineralogical/geological resources management.

**ENVS 125**  
**Environmental Regulations (3)**  
*Prerequisite:* ENGL 100  
An overview of current federal regulations in environmental science, including, but not limited to: the Clean Air Act, the Clean Water Act, EPA guidelines, state and basic Tribal regulations. The curriculum provides an understanding of the regulations, how they are interpreted and enforced, and where they are applicable.

**ENVS 201**  
**Contemporary Issues in Environmental Science (3)**  
*Prerequisites:* ENGL 101 and BIOL 121/L  
As a contemporary issues course, this class applies environmental science management and planning techniques to current ‘hot topics’ in the field. Participating students will engage in round table discussions, applied problem solving and media research to develop management and remediation strategies for real-world environmental problems.

**ENVS 211**  
**Tribal Environmental Management and Planning (3)**  
*Prerequisite:* ENVS 122/L  
This course addresses specific issues related to tribal environmental management, including: mechanisms for tribal decision-making about environmental issues, jurisdiction in relation to other government agencies like state environment department and the EPA, and past precedents for successful Tribal implementation of environmental management programs.

**ENVS280**  
**Environmental Science Program Internship (3)**  
*Prerequisite: Second year standing and instructor permission*  
Internships are designed to provide students with direct hands-on opportunities through supervised research or work-training. Students may be placed in academic settings or with environmental agencies, according to the availability of positions.

**ENVS 290**  
**Special Topics in Environmental Science (1-4)**  
*Prerequisite:* ENVS 121/L and ENVS 122/L or instructor permission
Course subject and credits to be announced in the Trimester Schedule of Classes. This course enables the program to address current environmental science issues and topics in detail.

### GEOGRAPHY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>GEOG 101</td>
<td>Introduction to Geography (3)</td>
<td>ENGL 100</td>
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<tr>
<td></td>
<td>Introduces students to the natural environment: weather systems, climatic regions, vegetation, soils, water resources, plate tectonics and volcanic, structural, erosion, fluvial, coastal, desert, and glacial landforms.</td>
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### GEOLOGY

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<tbody>
<tr>
<td>GEOL 101</td>
<td>Introduction to Physical Geology (3)</td>
<td>ENGL 100, MATH 100; Co-requisites: GEOL 101L</td>
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<td></td>
<td>Introduction to the materials and processes of the earth. Introduces students to the geological environment: rock types and rock forming processes, minerals and mineral identification, crystal formation and classification, volcanism, sedimentation, lakes, streams and water systems, plate tectonics, glacier and wind formations, and mass wasting.</td>
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<tr>
<td>GEOL 101L</td>
<td>Introduction to Physical Geology Lab (1)</td>
<td>ENGL 100, MATH 100; Co-requisites: GEOL 101</td>
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<td></td>
<td>Labs will cover rocks and minerals, map reading and geomorphology. Lab times and days may vary.</td>
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### GEOSPATIAL INFORMATION TECHNOLOGY

<table>
<thead>
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<tbody>
<tr>
<td>GIT 101</td>
<td>Digital Cartography (3)</td>
<td>ENGL 100</td>
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<td></td>
<td>The course is designed to provide the student with a vocabulary and comprehensive understanding of basic and fundamental mapping principles, historical evolution of maps, and understanding the direction and future of map-making and the technologies and data sources that support it.</td>
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<tr>
<td>GIT 111</td>
<td>Introduction to GIS/GPS Technology (3)</td>
<td>COSC 107</td>
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<td></td>
<td>An introduction to the methods and techniques currently used in the applications of Geographical Information Systems (GIS) and Global Positioning Systems (GPS).</td>
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<tr>
<td>GIT 121</td>
<td>Advanced GIS/GPS with Applications (3)</td>
<td>GIT 111</td>
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<td>An advanced look at Geographical Information Systems (GIS) and Global Positioning Systems (GPS). This course will review the initial concepts covered in GIT 111 and continue through a complete GIS GPS project. The students will develop a GIS/GPS project from conception to final presentation.</td>
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<tr>
<td>GIT 201</td>
<td>Principles and Theory of GIS and GPS Applied (3)</td>
<td>GIT 121</td>
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<td>Principles and Theory of GIS and GPS Applied is a course that is designed to enhance the student knowledge of hands on application of GIS principles as well as build upon the principles and theories learned in the previous Introduction and Advanced GIS and GPS classes.</td>
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<tr>
<td>GIT 202</td>
<td>Photogrammetry and Mapping (3)</td>
<td>GIT 121</td>
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<td>An introduction to the fundamental principles of photogrammetry with specialized applications in new technologies and Geographic Information Systems GIS.</td>
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<tr>
<td>GIT 203</td>
<td>Remote Sensing (3)</td>
<td>GIT 121</td>
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<td></td>
<td>An introduction to the fundamental principles of remote sensing with specialized applications in new technologies and Geographic Information Systems (GIS).</td>
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<tr>
<td>GIT 280</td>
<td>GIT Internship (3)</td>
<td>GIT 121</td>
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<td>This course is designed to give students supervised research or work related projects, tribal projects or other on the job training in the Geospatial Information Technology working environments. The students will also develop a poster, power point presentation and provide a project demonstration of the work they completed.</td>
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</tbody>
</table>
GIT 290 Special Topic in Geospatial Information Technologies (3)
Prerequisites: GIT 121
This is a course that is designed to introduce the student to different application of GIS principles. The class is designed to enhance GIS skills learned in the previous Introduction and Advanced GIS and GPS classes.

HEALTH

HLTH 164 First Aid and Safety (2)
Prerequisites: None
Instruction in standard First Aid, Safety and CPR. Students successfully passing the course become Red Cross certified.

HISTORY

HIST 101 Western Civilization (3)
Prerequisites: ENGL 100
This course will survey the history of Western Civilization from pre-history until the end of Antiquity. Special emphasis will be placed on the social evolution of pre-historic humans, the evolution of ancient civilizations, world religions, the Greek city-states, and Alexander the Great.

HIST 161 United States History Before 1877 (3)
Prerequisites: ENGL 100
This course will survey United States history from the early inhabitants of the continent through the conclusion of the Civil War.

HIST 162 United States History Since 1877 (3)
Prerequisites: HIST 161.
Surveys the economic, political, intellectual and social development of the United States during the period of industrialism, including its role in world affairs from 1877 to the present. Emphasis is placed upon ideas, processes, and causation.

HIST 181 History of Pre-Columbian America (3)
Prerequisites: HIST 161
A survey of the economic, political and social conditions of the indigenous peoples of North and South America prior to 1492.

HIST 260 History of Indian Education (3)
Prerequisites: ENGL 100
Overview of American Indian Education as established by the Federal Government and up to the current status of Indian Education during the 20th and 21st centuries. Legal and cultural issues are covered.

HIST 270 American Indian History (3)
Prerequisites: ENGL 100
The purpose of this course is to provide an overview of American Indian history from pre-Colonial times until the present. Emphasis is placed on Indian-Anglo cultural interaction, U.S. policy development, and the roles played by Indian peoples to ensure their survival and ongoing cultural integrity into the 21st Century. Offered-Fall

LANGUAGES

NAVA 101 Elementary Navajo (4)
Prerequisites: ENGL 100
Develops listening comprehension, and speaking skills in the Navajo language.

NAVA 102 Intermediate Navajo (4)
Prerequisites: NAVA 101

SPAN 101 Elementary Spanish I (4)
Prerequisites: ENGL 100
Develops listening, comprehension, and speaking skills with introduction to the grammar of Spanish. Designed for students with no previous exposure to Spanish.

SPAN 102 Elementary Spanish II (4)
Prerequisites: SPAN 101
Students continue developing listening and grammatical skills. Emphasis is placed on speaking.
LITERATURE

LITR 093    HSE Literature (3)
Prerequisites: None,
Prepares students to attain the Common Core college ready reading benchmarks and to pass the literature section of the HiSET or GED exam. This course focuses on reading and analyzing fiction, non-fiction, poetry, drama, and business reports.

LITR 211    Topics in Literature (3)
Prerequisites: ENGL 101
Surveys short stories, poetry, novels, and dramatic works by Native American writers. Students learn to read literary material with enhanced appreciation and to make well-founded literary judgments. Material includes romance and war, history and mystery, Native American narratives and women's fiction. Student papers compare and interpret readings.

LITR 270    Introduction to Modern Literature (3)
Prerequisites: ENGL 101
Introduces the student to major works of modern European and American playwrights, essayists, poets, and novelists of the 20th and 21st century. In addition to reading and analyzing specific selections, students will learn about and discuss the social, cultural and intellectual currents which influenced these writers.

LITR 296    American Literature (3)
Prerequisites: ENGL 101
Focuses on 400 years of literary writing in America from the Colonial period to 20th century, including works by American Indians and other minority groups. Includes five genres of prose, poetry, short story, novel and drama. After listening to class lectures and participating in class discussions, students compose analytical essays based on reading assignments.

MATH

MATH 093    HSE Math (3)
Prerequisites: None
Develops Common Core Benchmarks skills of college ready numeracy and quantitative reasoning skills. This class prepares students to pass the math section of the HiSET or GED exam. This course covers reasoning from and solving of word problems involving integers, fractions, percentages, decimals, graphs, algebra, and geometry.

MATH 098    Foundations of Mathematics (I)
Prerequisites: None
This course focuses on number sense and relationships among numbers. Topics include operations with whole numbers, fractions, decimals, order of operations, and graphical representations of numbers. Practical applications include statistics and geometry.
(TABE Grade Equivalent 3.0 – 6.4)

MATH 099A   Basic Mathematics I with Lab (5)
Prerequisites: None
This course presents whole numbers, fractions, decimals, percent’s, ratio and proportion, geometry and measurement.
(TABE Grade Equivalent 6.7 – 10.7)

MATH 099    Basic Mathematics II (4)
Prerequisites: None
This course develops the recognition of the relationship between fractions, decimals, and percent, and the application of fractions, percent, and decimals to plane geometry and statistics. Topics include whole numbers, fractions, decimals, ratio and proportion, percent, measurement, geometry, statistics, roots, signed numbers, evaluation of algebraic expressions, and solving linear equations.
(TABE Grade Equivalent 6.7 – 10.7)

MATH 100D   Basic Mathematics III Part I (2)
Prerequisites: MATH 099 or appropriate placement scores
This course is the first of a two-course series in elementary algebra that prepares students for college-level mathematics. Topics include the evaluation and simplification of numerical and algebraic expressions. It further
explores the solving and graphing of linear equations. Practical applications include motion, rate, interest, mixture, plane geometry, number problems, money, parts, proportions, and basic percent problems.

MATH 100E  Basic Mathematics III Part I (2)
Prerequisites: MATH 099 or appropriate placement scores
This course is the first of a two-course series in elementary algebra that prepares students for college-level mathematics. Topics include the evaluation and simplification of numerical and algebraic expressions. It further explores the solving and graphing of linear equations. Practical applications include motion, rate, interest, mixture, plane geometry, number problems, money, parts, proportions, and basic percent problems. This course is designed for students that are repeating MATH 100D.

MATH 100G  Basic Mathematics III Part II (2)
Prerequisites: MATH 100D or MATH 100E or appropriate placement scores
This course is the second of a two-course series in elementary algebra that prepares students for college-level mathematics. Topics include integer exponents, polynomials, and factoring. It further explores the solving and graphing of systems of equations and quadratic equations. Practical applications include motion, interest, mixture, plane geometry, number problems, money, parts, proportions, and basic percent problems.

MATH 100H  Basic Mathematics III Part II (2)
Prerequisites: MATH 100D or MATH 100E or appropriate placement scores
This course is the second of a two-course series in elementary algebra that prepares students for college-level mathematics. Topics include integer exponents, polynomials, and factoring. It further explores the solving and graphing of systems of equations and quadratic equations. Practical applications include motion, interest, mixture, plane geometry, number problems, money, parts, proportions, and basic percent problems. This course is designed for students that are repeating MATH 100G.

MATH 100L  Introduction to Algebra Lab (1)
Suggested co-requisite: MATH 099 or MATH 100
This course offers extra help for students taking Basic Mathematics (MATH 099 or MATH 100). Students meet 1.5 hours a week with instructor to get extra practice in MATH 099/MATH 100 topics.

MATH 106  Problems in Intermediate Algebra (1)
Suggested co-requisite: MATH 120
This course offers extra help for students taking Intermediate Algebra (MATH 120). Students meet 1.5 hours a week with instructor to get extra practice in MATH 120 topics.

MATH 107  Problems in College Algebra (1)
Suggested co-requisite: MATH 121 or MATH 150
This course offers extra help for students taking College Algebra (MATH 121) or Advanced Algebra (MATH 150). Students meet 1.5 hours a week with instructor to get extra practice in MATH 121/MATH 150 topics.

MATH 110  Problems in Calculus (1)
Suggested co-requisite: MATH 162, MATH 163 or MATH 180
This course offers extra help for students taking Calculus (MATH 162 or MATH 163) and Business Calculus (MATH 180). Students meet 1.5 hours a week with instructor to get extra practice in Calculus topics.

MATH 111  Mathematics for Elem. and Middle School Teachers (3)
Prerequisites: MATH 100
This course is designed to allow prospective elementary school teachers the opportunity to develop a conceptual understanding of the mathematics that they will be teaching to their students. The course will provide hands-on experiences through which the students will discover the basic concepts and their applications in the real world. The course is taught with the use of manipulatives so that the students can experience learning the way that their students will. Computational skills will also be emphasized during the course.

MATH 120  Intermediate Algebra (3)
Prerequisites: MATH 100 or appropriate placement scores
After a short review of introductory algebra, the following are examined: fractional expressions and equations, exponents, powers, roots, quadratic equations and graphs.

MATH 121  College Algebra (3)
Prerequisites: MATH 120 or appropriate placement scores
Topics include: coordinates and graphing; equations and inequalities; functions of one variable and their inverses; polynomial and irrational functions; exponential and logarithmic functions. Facility with word problems is developed. This course is preparatory for MATH 150. Use of TI-83+ Calculator. Complex numbers are introduced.

MATH 123 Trigonometry (3)
Prerequisites: MATH 121 or appropriate placement scores
A study of trigonometric functions, radian and degree measure, polar coordinates, graphs, basic trigonometric identities, inverse functions, modeling and applications. Complex numbers are introduced. Course may be taken concurrently with MATH 150 with department chair’s permission.

MATH 129 A Survey of Math (3)
Prerequisite: MATH 120 Intermediate Algebra or appropriate placement scores
A Survey of Mathematics is an introduction to some of the great ideas and applications of mathematics, including; logic and problem solving, quantitative information in everyday life, statistical reasoning, and modeling.

MATH 145 Statistics (3)
Prerequisites: MATH 120 or appropriate placement scores
Introduction to basic concepts of statistics and probability, analysis of numerical data, models, sampling, and statistical inferences, test of hypothesis, probability distributions, regression and correlation.

MATH 150 Advanced College Algebra (3)
Prerequisites: MATH 121, Math 123 or appropriate placement scores
Is a preparation for Math 162-Calculus. Includes a study of functions, coordinates, graphs, polynomials, the fundamental theorem of algebra, exponentials, logarithms, and complex numbers, as well as analytic geometry. Course may be taken concurrently with MATH 123 with department chair’s permission.

MATH 162 Calculus I (4)
Prerequisites: MATH 123, MATH 150 or appropriate placement scores
Examines concepts of college calculus: application of limits and continuity; the chain rule; finding extreme; the mean value theorem; integration of functions and calculation of functions and area under curves and volumes and surface area of standard geometric shapes.

MATH 163 Calculus II (4)
Prerequisites: MATH 162 or appropriate placement scores
A continuation of MATH162 with concentration on concepts that will enable students to solve problems through the study of integration techniques, solution of differential equations, calculus-based methods of approximation and infinite series.

MATH 180 Business Calculus (3)
Prerequisites: MATH 121 or appropriate placement scores
This is a three hour course that utilizes applications of calculus. Differentiation limits and integration are introduced.

NATURAL RESOURCES

NATR 200 General Ecology (3)
Prerequisites: BIOL 121, ENGL 101
Ecological principles and concepts for organisms, populations, and communities are introduced. Ecosystem structure and function, population dynamic, species interactions, species diversity and habitat associations, evolutionary ecology, and classical hypothesis dominating the field of ecology are emphasized.

NATR 200L General Ecology Lab (1)
Prerequisites: BIOL 121, ENGL 101; Co-requisites: NATR 200
Basic field ecology and laboratory methods are emphasized. Laboratory exercises correspond with major lecture topics presented in NATR 200, and field studies and data analysis will be introduced.

NATR 201 Introduction to Forestry (3)
Prerequisites: NATR 200; Co-requisites: NATR 201L
An overview of forest ecology principles and forest resources management. Topics include biology and ecology of forest ecosystems, sustainable forestry management principles, forest health, silviculture, and timber management and forest policy.

NATR 201L Introduction to Forestry Lab (1)
Prerequisites: NATR 200; Co-requisites: NATR 201
Forestry management applications and techniques are implemented and observed using NATR laboratory and field sessions to local forests. Southwest forest ecosystems and tribally managed forestry management projects are emphasized. Saturday fieldtrips may be required.

**NATR 202 Trees of North America (3)**  
*Prerequisites: BIOL 121, AGTC 104*  
Introduction to tree identification, nomenclature, classification, and ecology of woodland and forest ecosystems of North America. This class combines lecture and field trips for tree identification exercises. Two Saturday field trips are required.

**NATR 205 Advanced Field Topics in Forestry (3)**  
*Prerequisites: NATR 201 or Instructor’s permission, ENGL 219*  
Field techniques in sustainable forestry management principles, forest health, silviculture, timber management and tree physiology. Field trips and a capstone project are required.

**NATR 220 Principles of Range Management (3)**  
*Prerequisites: NATR 200; Co-requisites: NATR 220L*  
Principles and practices to managing rangeland resources are introduced. The course provides a broad overview of rangeland management, encompassing history and rangeland characteristics, range plant physiology and ecology, range inventory and monitoring, stocking rate and carrying capacity, and rangeland watersheds.

**NATR 220L Principles of Range Management Lab (1)**  
*Prerequisites: NATR 200; Co-requisites: NATR 220*  
Rangeland management applications and techniques are implemented and observed using the NATR laboratory and field sessions to local range sites. Southwest range ecosystems and tribally managed range management projects are emphasized. Saturday fieldtrips may be required.

**NATR 221 Identification of Grasses and Shrubs (3)**  
*Prerequisites: AGTC 104*  
Plant classification principles, identification and specimen collection techniques of common New Mexico forbs, grasses and shrubs will be emphasized. Course is a combination of lectures, field trips, and laboratory plant identification exercises. Two Saturday field trips are required.

**NATR 225 Advanced Field Topics in Range Management (3)**  
*Prerequisites: NATR 220 or Instructors permission, ENGL 219*  
Field techniques used to manage rangeland resources are introduced. Topics include stocking rates, range improvements, economics, noxious weeds, and survey methods. Field trips required.

**NATR 230 Introduction to Fish and Wildlife Management (3)**  
*Prerequisites: NATR 200; Co-requisites: NATR 230L*  
Ecological principles related to conservation and management of wildlife and fisheries are introduced. The course provides a broad overview of natural history, biology, policy, behavior and habitat of fish and wildlife species common to the Intermountain West.

**NATR 230L Introduction to Fish and Wildlife Management Lab (1)**  
*Prerequisites: NATR 200; Co-requisites: NATR 230*  
Fish and wildlife management applications and techniques are implemented and observed using the NATR laboratory and field sessions to local habitats. Monitoring techniques, habitat classification and requirements, and identification of fish, birds, and mammals are emphasized. Saturday field trips may be required.

**NATR 235 Advanced Field Topics in Wildlife Management (3)**  
*Prerequisites: NATR 230 or Instructor’s permission, ENGL 219*  
Field and laboratory techniques used in conservation and management of fish and wildlife. Field trips and a capstone project are required.

**NATR 280 Natural Resources Program Internship (3)**  
*Prerequisites: Second year standing*  
This course is designed to give students supervised research or work training experience to support academic and professional development. Students participate in a paid or volunteer position with an approved mentor at a university or agency (NGO, public, private, or tribal).
NATR 290 Special Topics in Natural Resources (1-4)
Course subject and credits to be announced in the Trimester Schedule of Classes. This elective course enables the program to address current issues and topics in natural resources.

NETWORK MANAGEMENT

ITCT 111 IT Essentials I (A+, Core) (3)
Prerequisites: COSC 107 or Instructor’s permission
This course is designed to cover the advanced material on the CompTIA A+ Certification Exams. The course requires self-study obtained through completing practice test exams and hands-on labs. It is preparing the student to take and pass the A+ certification exams. The updated CompTIA A+ credential requires two tests: CompTIA A+ Essentials Exam plus CompTIA A+ 220-602 Exam. A+ Exams cover PC hardware and software with elements of security, software skills, safety and environmental issues.

ITCT 112 IT Essentials II (Network Operating Systems) (3)
Prerequisites: ITCT 111
This is a lab-based course designed to be an overview of Network Operating Systems. Included in the course is an introduction to the Linux operating system; an overview of the Windows 2000 Network Operating System is provided; and concepts in TCP/IP processes and network administration are covered. Also presented are LAN and WAN topologies. This course may be used as preparation for an industry certification exam.

ITCT 151 Network Management/CISCO I (3)
Prerequisites: ITCT 111
Students learn both the practical and conceptual skills that build the foundation for understanding basic networking. They examine human versus network communication and see their parallels. Introduced to the two major models used to plan and implement networks: OSI and TCP/IP. Gain an understanding of the "layered" approach to networks and examine the OSI and TCP/IP layers in detail to understand their functions and services. Become familiar with the various network devices, network addressing schemes and the types of media used to carry data across the network. Students gain experience using networking utilities and tools, such as Packet Tracer and Wireshark®, to explore networking protocols and concepts. These tools allow students to develop an understanding of how data flows in a network.

ITCT 152 Network Management/CISCO II (3)
Prerequisites: ITCT 151
By covering routing and routing protocols, students develop an understanding of how a router learns of remote networks and determines the best path to those networks. This course includes static routing and dynamic routing protocols. By examining multiple routing protocols, students gain a better understanding of each of the individual routing protocols and a better perspective of routing in general. The routing protocols such as RIP, RIP v2, EIGRP and OSPF are covered extensively in lecture and lab.

ITCT 153 Network Management/CISCO III (3)
Prerequisites: ITCT 152
This course is a continuation of studies in network administration. Topics include advanced router configurations, LAN switching, network management, and advanced network design. This course may be used as preparation for an industry certification exam.

ITCT 154 Network Management/CISCO IV (3)
Prerequisites: ITCT 153
This course is a continuation of studies in network administration. Topics include Wide Area Networks, advanced network design projects, and advanced network management projects. This course may be used as preparation for an industry certification exam.

ITCT 280 Network Management Internship (3)
Prerequisite: Second year standing.
This course provides the qualifying student with an internship or on-the-job training for gaining related experience in the Network Management industry at an approved industrial facility.

ITCT 290 Special Topics (1-4)
Prerequisite: Second year standing.
Course subject and credits to be announced in the Trimester Schedule of Classes. This elective course enables the program to address current issues and topics Network Management.

PHYSICAL EDUCATION
PHED 112 Individual Sports (1)
Prerequisites: None
Instruction and practice of weight training, bowling, tennis, golf, running, archery, badminton and conditioning exercises.

PHED 114 Tennis (1)
Prerequisites: None
Basic instruction in the rules and skills of tennis.

PHED 160 Weight Training (1)
Prerequisites: None
Training programs for the development of general strength, tone, endurance, and weight control.

PHED 161 Advanced Weight Training (1)
Prerequisites: PHED 160
Training with emphasis on muscle tone weight control.

PHILOSOPHY

PHIL 210 Ethics (3)
Prerequisites:
This course invites a dialogue between the western academic tradition of academic ethics the thought, beliefs, and worldviews of a variety of Native American cultures. Topics explored will include ethical theories like utilitarianism, deontology, virtue ethics, feminist ethics, and environmental ethics. The course will also explore specific issues in applied ethics like topics in sex and reproduction, medicine, commerce, crime and punishment, and topics in animal ethics, and so on. Students will investigate these topics through selected readings, guided writing, and reflective conversation.

PHYSICS

PHYS 102 Introductory Physics (3)
Prerequisites: MATH 120
Intended for students with minimum previous exposure to physical science does not fulfill the requirement for lab sciences in the Associate of Arts Degree. Introduces the basic concepts and phenomena of physics, including mechanics, heat, sound, optics, electricity and magnetism. Also covered are atomic physics, nuclear physics and relativity. Includes demonstrations and practical applications.

PHYS 151 General Physics (3)
Prerequisites: MATH 123, MATH 150, PHYS 151L
A non-calculus study of mechanics, sound and heat. Includes three-hour lab.

PHYS 151L General Physics Lab (1)
Prerequisites: MATH 123, MATH 150, PHYS 151L; Co-requisites: PHYS 151
Study of mechanics, sound and heat.

PHYS 160 Engineering Physics I (3)
Prerequisites: MATH 162, PHYS 102
This course offers a calculus-based treatment of kinematics, work and energy, particle dynamics, conservation principles, and simple harmonic motion.

PHYS 160L Engineering Physics I Lab (1)
Prerequisites: MATH 162, PHYS 102
Requires laboratory experiments associated with the material presented in PHYS 160.

POLITICAL SCIENCE

POSC 110 Political World (3)
Prerequisites: ENGL 100
An introduction to politics, with emphasis on ways people can understand their own political system and the political systems of others.

POSC 200 American Politics (3)
Prerequisites: ENGL 100
Survey of American politics, including political behavior of the American electorate, the theory of democracy, the structure and function of the American political institutions and contemporary issues.
ENGR 101  Introduction to CADD (3)
Prerequisites: COSC 107 or Instructor’s permission, MATH 100
Introduces the student to the computer as a tool to create basic 2D technical drawings using AutoCAD one of the most widely used computer aided design software programs. Provides a basic understanding of the operating system’s user interface, managing drawing files, setting up a drawing, using create and modify commands to construct a drawing, adding text and dimensions, and plotting or printing a drawing.

ENGR 102  Advanced CADD (3)
Prerequisites: ENGR 101 or Instructor’s permission
Presents intermediate to advanced CADD concepts and commands designed to increase the user’s productivity. Emphasis will be placed on the tools used for advanced dimensioning techniques, editing features, blocks, external references, drawing standards, drawing collaboration, e-transmittal, and pictorial drawing. Also allows an experienced user to enhance existing skills.

ENGR 103  Engineering Graphics (4)
Prerequisites: ENGR 101, MATH 100 or Instructor’s permission
Introduces drawing standards, specifications and the importance of design communications. This course covers: concept sketches, computational sketches, design sketches, layout drawings, part drawings, working drawings, electrical drawings, installation drawings and assembly drawings. Multi-view drawing is utilized to represent three-dimensional objects onto the two-dimensional plane. This method of representation is the basis of engineering drawing. It also introduces the use of proper Dimensioning, Notation, Sectioning and the methodology of standard technical drawings.

ENGR 104  Mechanical and Electrical Drawing Applications (4)
Prerequisites: ENGR 101, ENGR 102 or instructor’s permission
This advanced drawing course covers industrial applications and will consist of a CADD graphic design project in a selected area of study such as: mechanical, structural, civil, MEP (Mechanical, Electrical, and Plumbing), architecture, construction and industrial design areas. The student will be responsible for the complete project development, necessary calculations, presentation and written report. This may be accomplished through an intern program at a local company.

ENGR 105  Introduction to Engineering and Design (3)
Prerequisites: MATH 100 or Instructor’s permission
This course focuses on the systematic approach to problem solving required in engineering practice and discusses the traits of a successful engineer and the engineering design method. The students will have introductions to bridge building (civil engineering), robotics (electrical engineering) and fluid mechanics (civil and mechanical engineering).

ENGR 106  Solid Modeling (3)
Prerequisites: ENGR 101, ENGR 102 or instructor’s permission
Introduces terminology and methods used to produce solid modeling and the creation of parts, assemblies, and drawings. Geometric models in three dimensions provide accurate information on the shape of a part for use in computer-aided engineering (CAE) or computer-aided manufacturing (CAM) applications. It also introduces other in-use industrial CAD/CAE applications to enhance productivity and multi-functional application usage.

ENGR 110  Computer Aided Problem Solving (3)
Prerequisites: ENGR 105, COSC 121; Co-requisites: MATH 123
Covers the evolution and application of computers, social and economic implications, and introduction to programming using engineering workstations. Provides extensive practice in writing programs to solve engineering problems. Includes computer interfaces to real-world systems.

ENGR 205  Engineering Statics (3)
Prerequisites: PHYS 160, PHYS 160L, MATH 162
This course will employ vector math to cover equilibrium of particles, rigid bodies and structures, the analysis of beams and cables, centroids, centers of gravity, distributed forces and moments of inertia. The application of Mohr’s circle will also be discussed.

ENGR 211  Circuit Analysis I (3)
Prerequisites: MATH 162; Co-requisites: ENGR 211L
The basic electrical elements and sources and the concepts of energy and power are introduced. Topics addressed include Ohm’s Law and Kirchhoff’s Laws, resistive networks, node and loop analysis, network theorems, first-order
and second-order circuits, sinusoidal sources, complex representations of impedance, phasors, and complex power, and three-phase circuits.

ENGR 211L Circuit Analysis I Lab (1)
Prerequisites: MATH 162; Co-requisites: ENGR 211
Provides practical application of learned circuit theory in a controlled lab setting.

ENGR 280 Engineering Internship (3)
Prerequisites: Second year standing in engineering and successful completion of all required non-elective 200-level engineering courses or successful completion of minimum required trimesters with a minimum cumulative GPA as required by the industry internship partner.
This course provides the qualifying student with an internship or on-the-job training for gaining related experience in the engineering industry at an approved industrial facility.

ENGR 285 Design Project (3)
Prerequisites: Second year standing in engineering and successful completion of all required non-elective 200-level engineering courses.
Design methodology and development of professional project-oriented skills including communication, team management and economics. Working in teams, a proposal for a large design is prepared in response to an industrial or in-house sponsor.

ENGR 290 Special Topics (1-4 credits)
Prerequisites: Second year standing in engineering and successful completion of all required non-elective 200-level engineering courses and permission of instructor.
This course covers new topics, trends, methodology, skills, practices, industry certifications, etc., of interest in engineering and engineering technology fields.

MT 211L Introduction to Computer Numerical Control (4)
Prerequisites: ENGR 101, MATH 100 or Instructor’s permission
Exposure to current CNC mill and lathe lab equipment and training software is blended into the theory to provide immediate experience and reinforcement of the concepts of Computer Numerical Control of industrial machines.

MT 212L Advanced Computer Numerical Control (4)
Prerequisites: ENGR 102, MT 211L or Instructor’s permission
This class covers advanced manufacturing technology tools including CNC Mill, Lathe & LASER. First, in using the machining processing method, the advanced CNC mills and lathe laboratory tools with their training software will be used. Second, the LASER & 3D Printer as other alternative advanced manufacturing technology tools will be utilized. The various projects will be completed on advanced CNC technologies. This class also covers CNC Technology technical terms, related equipment, accessories & tooling, automated software, programming, quality control & safe operation.

PSYCHOLOGY

PSYC 105 Introduction To Psychology (3)
Prerequisites: ENGL 100
Introduces psychology as a science and the study of behavior and mental processes. Topics surveyed include personality, abnormal behavior, learning, memory, motivation, perception, development and social psychology.

READING

READ 098 Foundations of Reading (4)
Prerequisites: None
Reading 098 introduces reading skills required for success in comprehending ideas and critical thinking skills for the workplace and the academic setting. It includes the use of the computer for word processing and research. This course stresses logic, maturity of thought and responsibility for one’s actions. Instruction is provided in basic reading skills for practical use in school, job and life. This class provides the opportunity to practice reading strategies, improve literacy skill and build a foundation for reading comprehension. (3 hours of classroom instruction and 1 lab hour a week).

READ 099 Reading Improvement (4)
Prerequisites: None
Introduces reading required for success in academic and career technical majors. Students work on improving reading skills and applying the reading process to a variety of reading tasks. Students work on comprehension, summary skills, mapping outlining, reading visual graphics. (3 hours of classroom instruction and 1 lab hour a week)
READ 100 Reading and Critical Thinking with Lab (4)
Prerequisites: None
Introduces reading required for college success. Students work on comprehension, problem-solving, note-taking, summarizing and computer assisted research (3 hours classroom instruction and 1 lab hour per week)

SCIENCE

SCIE 093 HSE Science (3)
Prerequisites: None,
Prepares students to pass the science section of the HiSET or GED exams. This course focuses on integrated concepts and principles in the life sciences, earth science, space science, physics, and chemistry.

SOCIAL SCIENCES

SOSC 093 HSE Social Science (3)
Prerequisites: None,
Prepares students to pass the social science section of the HiSET or GED exam. This course covers important concepts and issues in history, geography, economics, political science, and behavioral science. Students will study principles of civics and government and the specifics of America’s constitutional democracy.

SOSC 101 Introduction to Sociology (3)
Prerequisites: ENGL 100
A general survey of the fundamental concepts and theories of contemporary sociology: culture, the economy, family structure, deviance, and the elements and processes of social interactions, and the application of sociological principles to social institutions, groups and problems.

SOSC 150 Introduction to Native American Studies (3)
Prerequisites: ENGL 101
This course examines the wide scope of Native American Studies across multiple disciplines and as a stand-alone academic field. The course explores various concentration areas: Art, Media, Literature, Education, Native Language, Sociocultural Studies, Sovereignty, Leadership, Self-Determination, and Global Indigenous Justice.

SOSC 210 Contemporary Indian Issues (3)
Prerequisites: ENGL 100
Critical analysis of modern Native American issues with an emphasis on personal involvement in constructive problem-solving. The course surveys contemporary social, legal, political, and economic issues as they affect Native American people individually and in communities, both urban and rural.

SPEECH

SPCH 130 Public Speaking (3)
Prerequisites: ENGL 101
A performance course, designed to develop students’ public speaking skills to become more confident and more effective speakers. Students will research, prepare and present persuasive and informative speeches.

VISION CARE TECHNOLOGY

OPTI 101 Introduction to Optics w/Lab (5)
Prerequisites: Acceptance into the program
This lecture and laboratory course introduces the student to human eye anatomy, optical terms, optical concepts and related math, instruments, equipment, lens and frame materials/types used in the surfacing and finishing of ophthalmic prescription eyewear. This course establishes the foundation for all other advanced ophthalmic courses.

OPTI 105A Ophthalmic Finishing & Surfacing I w/Lab (5)
Prerequisites: Acceptance into the program.
This course will introduce the student to fabrication terms, measurements, instruments/equipment, lens and frame materials to be used in the surfacing and finishing of ophthalmic prescription eyewear. This lecture and laboratory course provides students with the basic equipment operation, procedures and calculations used in prescription fabrication. Safety guidelines are also emphasized.

OPTI 110A Ophthalmic Dispensing I (3)
Prerequisites: OPTI 101
This course introduces historical and modern dispensing practices and the laws governing opticianry. Topics include basic eyeglass choices, dispensing, measurements, adjustments, and record keeping.

**OPTI 110L Ophthalmic Dispensing I Lab (1)**
*Prerequisites: OPTI 101; Corequisites: OPTI 110A*

Laboratory, hands on optical technology skills development/basic business operations, is an integral and required part of this course.

**OPTI 112 Opticianry Environmental & Safety Issues (2)**
*Prerequisites: Acceptance into the program*

This course is designed to assist the student to function as a professional salesperson. It is a structured, programmed approach to providing effective customer service. Students will perform related sales activities utilizing the program’s optical retail store.

**OPTI 115 Ophthalmic Sales (2)**
*Prerequisites: OPTI 101*

This course is designed to assist the student to function as a professional salesperson. It is a structured, programmed approach to providing effective customer service. Students will perform related sales activities utilizing the program’s optical retail store.

**OPTI 205A Ophthalmic Finishing & Surfacing II w/Lab (5)**
*Prerequisites: OPTI 105A*

This course is a continuation of Ophthalmic Surfacing and Finishing I with the primary focus on lab production teamwork, quality control and other related advanced techniques. When possible, students will fabricate eyewear through program’s optical retail store.

**OPTI 215 Anatomy & Physiology of the Eye (3)**
*Prerequisites: OPTI 101*

This course gives the student an insight into the anatomical structure of the eye and its adnexa and the function of its parts as they relate to vision and the fitting of contact lenses. Common pathologies and ocular pharmacology are presented.

**OPTI 220A Ophthalmic Dispensing II (3)**
*Prerequisites: OPTI 110A*

This course presents ophthalmic instruments and devices; analysis of absorptive lenses; computing and compensation of vertical imbalance; discussion of ethics and legal issues; record keeping and communication.

**OPTI 220L Ophthalmic Dispensing II Lab (1)**
*Prerequisites: OPTI 110A/OPTI 110L; Corequisites: OPTI 220*

Laboratory, hands on optical technology skills application/business operations, is an integral and required part of this course.

**OPTI 225 Management for Opticians (3)**
*Prerequisites: OPTI 101*

This basic optical management course presenting basic management and leadership skills necessary for a successful eye care office. The course will teach analysis, creative thinking, and judgment, planning strategy and implementation skills necessary for today's optical business challenges. Students will perform business sales, marketing and related business functions utilizing various dispensing scenarios within the program’s optical retail store.

**OPTI 235 Contact Lenses w/Lab (4)**
*Prerequisites: OPTI 215*

This lecture and laboratory course begins with a historical review of contact lenses. It progresses into the theory; design and optical principles of contact lenses; indications and contra-indications for contact lens wear; patient evaluation; lens types and availability; fundamental techniques and fitting procedures including the use the biomicroscope, keratometer, rigid contact lens modifiers, and radiuscope; ANSI standards; patient education on care, cleaning, insertion and removal of lenses.

**OPTI 236 Introduction to Refraction w/Lab (4)**
*Prerequisites: OPTI 215*
This course focuses on the refractive status of the human eye; anatomy and physiology and the visual system; binocular vision; the ophthalmic prescription; instrumentation and equipment used in clinical refraction; and basic pre-testing procedures.

**OPTI 240 Optical Laboratory Technology Internship (3)**
*Prerequisites: OPTI 205A*
This internship course covers routine procedures used in optical laboratory lens fabrication labs, which provides the student with direct hands-on experience in the fabrication labs. Under supervision, students will coordinate all activities and functions required to fabricate optical eyewear.

**OPTI 245 Ophthalmic Dispensing Internship (3)**
*Prerequisites: OPTI 220A*
This internship course covers routine procedures used in a retail-dispensing store, which provides the student with direct hands-on experience in the dispensing clinic. Under supervision, students will coordinate all activities and functions required to dispense and fabricate optical eyewear.
PERSONNEL DIRECTORY

Joseph Abeita, College Residence Assistant
B.A., Studio Art/American Indian Studies, University of Arizona

Jolene Aguilar, Education Project Specialist
M.P.H., Public Health, University of New Mexico
B.A., Criminology, Social Welfare, University of New Mexico

Massoud Ahghar, Instructor (Engineering)
M.S., Mechanical/ Manufacturing Engineer, University of New Mexico
B.S., Chemical Engineering, University of Maryland
B.S., Chemistry, University Of Tehran

Renee Allen, Supervisory Facility Operations Specialist
B.S., Engineering, Northern Arizona University

Dr. Sherry Allison, President SIPI
Ed.D., Doctorate of Education, Northern Arizona University
M.A., Master of Arts in Education, Northern Arizona University
B.S.W., Bachelor of Social Work, New Mexico State University
B.A., Arts & Science, University of New Mexico

Dawn Ami, Human Resources Specialist
B.A., Business Administration-Information Management, Fort Lewis College
AAS, Business Administration, Southwestern Indian Polytechnic Institute
AAS, Accounting, Southwestern Indian Polytechnic Institute
Certificate, Accounting, Southwestern Indian Polytechnic Institute

Brittany Antonio, Secretary (OA)

Angela Askan, Program Support Assistant (OA)

Charles Baca, Alcohol & Substance Abuse Counselor
M.A., Master of Arts in American Studies, University of New Mexico
B.A., Anthropology, University of New Mexico

Leonard Bailey, Instructor (Culinary Arts)
B.A., Culinary Arts, Mountain State University

Donavon Barney, Information Technology Specialist

Treda Begay, Library Technician (OA)
B.F.A., Studio Arts, Institute of American Arts
A.F.A., Studio Arts, Institute of American Arts
Certificate, Graphic Design, University of New Mexico

David Benallii, Mail Clerk
A.A., Liberal Arts, Southwestern Indian Polytechnic Institute

Kyon Benally, College Residence Assistant
B.A., in American Studies, Minor in Native American Studies, University of New Mexico

Bobbi Brown, Secretary (OA)
B.A., Ethnicity, Race and First Nations Studies
A.A., General Studies

Joseph Carpin, Supervisory Admissions & Financial Aid Specialist
Director of Admissions & Financial Aid
M.A., Organizational Management, University of Phoenix
B.A., Sociology, University of New Mexico

Alena Chalan, Program Support Assistant (OA)

Kevin Chee, Security Guard

Eric Christensen, Support Services Manager
Vice President-College Operations
B.S., Mechanical Engineering, University of Nevada

Karen Coffey, Supervisory Education Project Specialist
Special Programs/Title III Program Director
M.A. Public Administration, Grand Canyon University
B.A., Business Administration, New Mexico Highlands University

Gloria Collins, Instructor (Social Science)
PSY. D. Clinical Psychology, Forrest Institute of Professional Psychology
M. S., Eastern Montana University
B. S., Eastern Montana University

Dr. Cecelia Cometsvah, Supervisory Student Services Specialist
Ph.D., Educational Leadership in Development & Management, New Mexico State University
M.A., Counseling, University of New Mexico
B.A., Sociology, University of Albuquerque

Cecilia Crespin, Secretary (OA)
AAS, Accounting, SIPI

Bertha Curley, Lead College Residence Assistant
B.S., Physical Education, University of New Mexico

Bobbie Curtis, Human Resources Assistant (OA)

Michael Daney, Instructor (Health/PE)
B.S., Health, P.E. & Safety, University of Kansas

Dennis Dye, Instructor (Geospatial Technology)
Ph.D. Geography, University of Maryland
M.A. Geography, University of Maryland
B.A., Geography and Environmental Studies, University of California, Santa Barbara

Dennis Dyer, Financial Analyst

Elliott Gachupin, Gardener

John Gachupin, Maintenance Worker

Teresa Gomez, Instructor (Communication)
M.A., Fine Arts, University of New Mexico
B.A., Fine Arts, Institute of American Indian Arts
A.A. Fine Arts, Institute of American Indian Arts
A.A., Institute of American Indian Arts

Rodney Greer, Instructor (Business Administration)
Ph.D., Organizational Leadership, Argosy University
MBA., Management Information Systems, City University
B.S., Industrial Arts Technology-Computer Electronics, Humboldt State University

Garrick Harlan, Maintenance Mechanic Supervisor
EE-98 (License), Journeyman Electrician

Christopher Harrington, Supervisory Instructional Systems Specialist
Department Chair-Liberal Arts & Business, Adult Basic Education/General Education Diploma
J.D., University of Utah
B.S., Philosophy/English, University of New Mexico

Tawna Harrison, Guidance Counselor
M.S.W., Washington University in St. Louis

Sam Henderson, Instructor (Vision Care)
B.S., Mellon University
Certifications: Optician, AMOQ, National Contact Lens Examiners Certified

Alfonso Heras-Llanos, Instructor (Mathematics)
Ph. D., Mathematics, University of New Mexico
M.S., Mathematics and Physics, Universidad de Puerto Rico
B.S., Mathematics and Physics, Universidad del Atlantico

Edward Hummingbird, Institutional Effectiveness Specialist
M.B.A., University of Oklahoma
B.S., Management, Northeastern State University

Courtney James, Audio Visual Operator
B.S., Math, University of New Mexico
A.A., Liberal Arts, Navajo Community College

Verbie James, Gardener
A.A.S., Natural Resources Management, Southwestern Indian Polytechnic Institute

Joseph Jiron, Gardener

James Jojola, Maintenance Mechanic

David Kupsick, Security Guard

Bobbie Curtis, Instructor (Health/PE)

Dr. Danielle Lansing, Secretary (OA)

Dr. Danielle Lansing, Secretary (OA)

Dr. Danielle Lansing, Secretary (OA)
Ed.D., Educational Administration & Supervision, Arizona State University
M.A., Educational Leadership, University of New Mexico
M.Ed., (Risk & Prevention, Early Childhood), Harvard University
B.S., Elementary Education, University of New Mexico

Randy Larry, Supervisory Residential Life Specialist
M.A., Educational Management Development, New Mexico State University
B.S., Elementary Education, New Mexico State University

Leo Livingston, College Residence Assistant

Jerilyn Lucero, Facilities Assistant (OA)
A.S., Accounting, Brookline College

Bella Lujan, Budget Analyst
B.A., Business Administration, New Mexico State University

Perfilia “Leia” Madealena, Program Support Assistant (OA)

Jolene Manus, Librarian
M.A., Information Resources & Library Science, University of Arizona
B.S., Elementary Education, Northern Arizona University

Luanne Manwell, Information Technology Specialist
M.B.A., Information Technology, University of Phoenix
B.B.A., Management Information Systems, University of New Mexico

Gloria Mariano, Financial Aid Specialist
M.A., Counselor Education, UNM
B.S., Major-Sociology, Minor- Psychology

Irene Marrs, Instructor (Business Education)
B.A., Business Education, New Mexico Highlands University

Christine Means, Human Resources Assistant
B.A., Psychology, Fort Lewis College
A.S., Early Childhood, Southwestern Indian Polytechnic Institute

David Mike, College Residence Assistant
AAS, Business Administration, Haskell Indian Nations University

Melynda J. Mitchell, Financial Aid Specialist
B.A., Art Studio, University of New Mexico

Monte Montefith, Education Specialist
M.A., Economics, New Mexico State University
B.A., Economics, Government, New Mexico State University

Valerie Montoya,Supervisory Instructional Systems Specialist
M.A., Sociology, Stanford University
B.S., Sociology, Brigham Young University

JC Morgan, Supervisory Information Technology Specialist
A.S. Network Management, CISCO, Southwestern Indian Polytechnic Institute
A.S. Electronic Engineering, ITT Technical Institute
Microsoft Certified System Administrator (MCSA) Server 200 & Server 2003
CompTIA A+
CompTIA Network+

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