



CALIFORNIA INDIAN NATIONS COLLEGE

EDUCATING • STRENGTHENING • EMPOWERING



CATALOG
2019 - 2020

This catalog is valid from July 1, 2019 through August 30, 2020. It is in effect for the Fall and Spring semesters and any session (intersession) that commences within this defined period of time. Every reasonable effort has been made to determine that everything stated in this Catalog is accurate.

Because this publication must be prepared well in advance of the period of time it covers, changes in some programs inevitably will occur. Courses and programs offered, together with other matters contained herein, are subject to change without notice by the Administration of California Indian Nations College and, in addition, some courses or programs that are offered may have to be cancelled because of insufficient enrollment or because of elimination or reduction in programs or because of any other reason considered sufficient by the President or designee. The College further reserves the right to add, amend, or repeal any of their rules, regulations, policies, procedures, or timelines.

75080 Frank Sinatra Dr., Suite 222

Palm Desert, CA 92211

(760) 834-0593

www.CINCollege.org



MÍYAXWEN, WELCOME MESSAGE

Welcome to California Indian Nations College! We appreciate and welcome your interest in learning about our tribal college and the educational opportunities we provide.

At California Indian Nations College (CINC) our educational services are supported through our partnerships, Board of Trustees, and Foundation; and we continue to develop our institution through great strength and innovative opportunities. Such opportunities are provided by professional teams in Academics, Administration, and Student Services, who provide high-quality instruction, individualized and personalized support, and a safe learning environment dedicated to cultural responsiveness and respect.

Uniquely, CINC aims to address the historical challenges our students face today, and we utilize these concerns to enhance and optimize individualized services for student success. In doing so, we personally engage with and listen to our students, staff, faculty, and partners, including the local and tribal communities. We share best practices, research, and methods for success, but also illuminate the value of beginning an educational journey by joining CINC.

As one of the newest institutions of higher education in the state and country, CINC continues to explore innovative methods of course instruction and delivery for Native and non-Native students who benefit from a culturally-responsive curriculum. CINC aims to be the first fully-accredited, two-year degree granting tribal college in the State of California. This will enable CINC to offer a relevant and responsive curriculum that positively impacts the lives of those pursuing educational goals and enable them to enroll in a university of their choice should they wish to continue that journey.

Our CINC website serves as a portal for information on our progress towards accreditation. Please stay abreast of the strategic areas in which we are investing time, resources, and creativity as we look very seriously at how we are addressing the core needs of our current and future students and communities.

CINC will continue to actively pursue and obtain partnerships with tribal and local organizations to provide for the needs of employment, cultural preservation, and economic development. We are honored and thankful for this opportunity to create a tribal college and welcome the partnerships and challenges that lay ahead; but even more, we are excited to provide meaningful opportunities and powerful impacts which California Indian Nations College will have as we **educate**, **strengthen**, and **empower** our students, staff, faculty, and local and tribal communities.

On behalf of the CINC Board of Trustees, faculty, staff, and leadership, I thank you for your interest and we look forward to engaging and supporting our students and community with this invaluable educational opportunity.

Sincerely,

Celeste R. Townsend, MBA (Paiute/Shoshone)

President & CEO, California Indian Nations College



California Indian Nations College Administration

Celeste Townsend, MBA

President

Robert Przeklasa, Ph.D.

Chief Academic Officer

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ACCREDITATION

COD Partnership

CINC offers fully-accredited courses through its partnership with the College of the Desert (COD). CINC's partnership with COD is a step towards establishing its own accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC) in the future. During this "incubation period," students are dually enrolled at both Colleges and take courses at CINC locations. The classes transfer to any California State University and University of California campus as well as many private institutions. Students enrolled with CINC receive access to services from both colleges, full benefits to both campuses, and participate in a culturally-responsive academic curriculum rooted in Native American values. CINC aims to be the first fully-accredited, two-year degree, tribal college in the State of California.

College of the Desert is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, a regional institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education.

UCR Partnership

UC Riverside has graciously sponsored CINC to provide classrooms, offices, and parking at its Palm Desert Center. Therefore, CINC staff and students adhere to UCR campus policies and procedures to ensure the safety of everyone. All use of university facilities must comply with campus regulations. It is the responsibility of students, staff, and faculty to ensure that any activity conducted on the campus complies with all University regulations and policies, as well as any federal, state, and local statutes and regulations.



ACADEMIC CALENDAR

Aug/Sep 2019						
S	M	T	W	T	F	S
25	26	27	28	29	30	31
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Dec 2019						
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Mar 2020						
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Apr 2020						
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Nov 2019						
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May 2020						
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31						

Aug/Sept 2020						
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30	31	1	2	3	4	5

Important dates

Fall Semester Dates From Aug 26 to Dec 16

Aug 26: Classes Begin; Sep 2: Labor Day (No Classes); Oct 12: Indigenous People's Day; Nov 11 Veterans Day (No Classes);
Nov 28-29 Thanksgiving (No Classes); Dec 10-16 Finals Week

Spring Semester Dates From Jan 27 to May 22

Jan 27: Classes Begin; Feb 14 & 17: President's Days observed (No Classes); Mar 27: Cesar Chavez Day (No Classes); Apr 6-10: Spring Break (No Classes); May 16-22: Finals Week; May 22: Graduation Day

Summer Semester Dates From July 1 To Aug. 16

Jun 8: Classes Begin; Jul 3: Independence Day (No Classes); Jul 30: Last Day of Summer Classes; Jul 24-30 Finals Week;
Aug 31: Fall Classes Begin

WHO WE ARE

California Indian Nations College began with a Strategic Planning Committee comprised of over 35 members who formed a coalition of constituents from Southern California Indian Country. The Committee lives on as the CINC Advisory Committee and supports a vision to establish a two- year, accredited college with a curriculum that incorporates indigenous culture, Native language revitalization, and the re-institutionalization of traditional Native American values.

With the support of the Twenty-Nine Palms Band of Mission Indians, local Native communities, College of the Desert, and the Native and non-Native members of the advisory committee, CINC has become a reality. The College was chartered by the Twenty-Nine Palms Band of Mission Indians in September of 2017. Early the next year, the same tribe generously provided seed money to support the initial staffing of the College, enabling it to quickly get off the ground. The University of California, Riverside (UCR), graciously offered to sponsor the College's offices for its first two years at its Palm Desert Graduate Center where it has also rented classroom space to CINC. With that, the staff hit the ground running and the College taught its first classes in cooperation with UCR Extension in Fall 2018.

Due to accreditation strictures, CINC formed an instructional partnership with College of the Desert (COD), a California community college located in Palm Desert, in the Spring of 2019. This partnership ensures that all classes offered by California Indian Nations College are fully transferable, backed by COD's regional accreditation through the Accrediting Commission of Colleges and Junior Colleges (ACCJC). Under the leadership of President/Superintendent Joel Kinnamon, COD has been fully supportive of CINC and its students and has pledged to walk together with CINC through its initial accreditation.

CINC aims to become the first stand alone, fully-accredited tribal college in California in decades. According to the American Indian Higher Education Consortium, there are 37 accredited Tribal Colleges and Universities in the United States of America. However, not one accredited Tribal College or University is located in the state of California. The leadership of ACCJC is very supportive of CINC's efforts and has been helpful in guiding the initial steps towards eligibility for accreditation. The academic plan aims to first offer a broad associate's degree program, covering general education and scholastic skills preparing students to transfer to any four-year institution in any specialty they wish. A certificate program is also in the exploratory phase. Once established and accredited, the College will explore additional degrees and programs based upon community needs.

California Indian Nations College is a 501(c)(3) non-profit organization.

The future is bright for California Indian Nations College and for Southern California Indian Country. Join us as we move toward that future!



PARTNERS & MEMBERSHIPS

We are extremely grateful to all our community partners:

- Twenty-Nine Palms Band of Mission Indians
- College of the Desert
- UC Riverside
- Cal State University San Bernardino
- CORD Media
- Native American Land Conservancy
- One Future Coachella Valley
- Zacatecas Café

CINC is also a member of the following local community coalitions:

- American Indian Chamber of Commerce
- The Greater Coachella Valley Chamber of Commerce
- Palm Desert Area Chamber of Commerce
- Desert Charities News

FOUNDATION

Members include:

- | | |
|----------------------------------|--------------------|
| * Robert Paull – President | * Julia Bogany |
| * James Fenelon – Vice President | * Steve Clute |
| * Valerie Alderete – Treasurer | * Mary Martinez |
| * Elinor Thomas – Secretary | * Theresa Mike |
| * Robert Alderete | * Earl Thomas, Jr. |



EDUCATIONAL MISSION, VISION, PURPOSE, & VALUES

1.1 MISSION

California Indian Nations College offers a culturally-responsive academic curriculum rooted in Native American values and provides personalized support to advance the success of Native and non-Native students.

1.2 VISION

California Indian Nations College empowers students to advance Native American cultures, languages, and sovereignties to promote vibrant Native, local, and global communities.

1.3 PURPOSE

California Indian Nations College integrates Native American cultures, traditions, and languages in higher education.

1.4 VALUES

- Academic Freedom and Integrity
- Community Responsibility and Reciprocity
- Cultural Traditions and Healing
- Diversity and Inclusion
- Holistic Health and Well-Being
- Intellectual Engagement and Growth
-

CINC also abides by and reinforces the values of College of the Desert, including:

- Student Success: Student learning and growth are central to all we do.
- Diversity & Inclusion: We embrace the diversity of our community and uphold the dignity and worth of the individual.
- Integrity: We are open, honest, and reliable.
- Respect: We value the thoughts, words, and actions of our students, colleagues, and community.
- Dedication: Our faculty, staff, and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.

Professionalism: We are current in our areas of expertise and embody high standards of conduct.

Communication: We communicate with authenticity in pursuit of broad understanding, effective dialog and inclusive decision-making. Lifelong Learning: Learning is essential to living, for our students, faculty, and staff.



STUDENT LEARNING OUTCOMES

In concert with the nationwide effort among colleges and universities to create an evidence-based process that documents the effectiveness of teaching and learning, as well as improvements to that process, CINC is positioned to enrich the lives of our students by stating and assessing learning outcomes. Faculty at the College believe in integrative general education that encompasses not only knowledge and abilities, but values, attitudes, and habits that create success within and outside of the academic arena.

Learning is a complex process. Assessing learning should reflect the adequacy and intricacy of its subject. Effective assessment includes diverse methods of measurement designed to give educators an understanding of how students learn and perform over time. Therefore, assessment is ongoing, revealing change, growth, and increasing degrees of integration. As our picture of learning comes into clear view, we provide ourselves with a solid foundation for improving our students' educational experience.

As we embark upon understanding students' educational experience in the 21st century, faculty at CINC recognize that student learning is a campus-wide responsibility and assessment is a way of executing that responsibility. While faculty are the main drivers of this movement, we appreciate that we will also rely upon participation from student services, librarians, administrators, and students. Assessment may also involve community members such as alumni/ae, trustees, and employers. It is our shared understanding of assessment as a continual learning cycle that includes measurement, feedback, reflection, and change that will foster teaching excellence as we challenge and support our students' active engagement in the learning process.

INSTITUTIONAL POLICIES

1.1 NON-DISCRIMINATION POLICY

The California Indian Nations College (CINC) maintains a policy which prohibits the discrimination and harassment of one CINC member by another CINC member on any basis including, but not limited to, race, age, color, religion, sex, gender, pregnancy, marital status, national origin, tribal affiliation and non-tribal affiliation, physical or mental disability, medical condition, veteran status, sexual orientation, and ancestry.

1.2 TITLE IX

Title IX of the Education Amendments of 1972 prohibits sexual discrimination in any form; to include any form of sexual harassment and gender discrimination.

Federal law states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program and activity."

1.3 FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.)

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the California Indian Nations College and/or College of the Desert receives a request for access. A student should submit to Chief Academic Officer a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school

official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If CINC decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

1. The right to provide written consent before CINC discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

CINC discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes a person employed by the CINC in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the [School] who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the CINC.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires a school to make a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request, or the disclosure is initiated by the student.

2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the CINC to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

For additional information regarding FERPA, contact:

(202) 260-3887 (voice), (800) 877-8339 (TDD)
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/psofficials.html>

1.4 DRUG-FREE POLICY

The College is committed to the Drug-Free Schools and Communities Act Amendments of 1989 specified by P.L. 101-226. This is demonstrated in accordance with College of the Desert's and University of California, Riverside's policies prohibiting the manufacture, possession, distribution, or use of alcohol or controlled substances by

students, employees and campus guests in the workplace and facilities owned or leased by the College. Smoking and the use of smokeless tobacco, such as vapor cigarettes, are also prohibited in College buildings and vehicles.

1.5 JEANNE CLERY ACT

In compliance with the Jeanne Clery Act of 1965, California Indian Nations College provides information regarding campus safety and crime policies outlined in the Student Code of Conduct. This Code of Conduct contains information about reporting crimes, the sexual harassment policy, the drug/alcohol policy, etc.

ORGANIZATION

California Indian Nations College has an administrative team of highly qualified professionals dedicated to CINC's mission of advancing the success of Native and non-Native students.

The Board of Trustees has ultimate responsibility for the integrity, quality, and fiscal stability of the College. Along with regular trustees, a student trustee is selected by the CINC student body.

The chief administrator of the College is the President, who is also the chief executive officer of the College.

The Executive Vice President/Chief Academic Officer of the College is responsible for academic matters, the future CINC Library, instructional support services, the liberal arts degree program, and off-campus academic programs. CINC currently offers an A.A. degree in Liberal Arts as well as GED coursework.

The Executive Director of Student Affairs is the chief student services officer of the College responsible for Counseling and Counseling services, Disabled Students Programs and Services, Veterans Services, Student Health and Wellness, Student Support Programs and Services, Student Life, Student Leadership, student due process and discipline, as well as Tutoring and Textbooks.

The Registrar and Recruitment Director is responsible for student enrollment services including Admissions & Records and Financial Aid, Enrollment, as well as outreach and recruitment of future students.

The Administrative & Operations Manager functions as the chief financial officer of the college. In addition to budget development and oversight, they are responsible for Fiscal Services, Maintenance and Operations, Public Safety and Emergency Preparedness, and Information Technology, as well as college auxiliary functions including food services, bookstore, and the campus resources. This person is also in charge of Human Resources & Employee Relations and is responsible for management and operation of all human resources and employee relations functions of the College, for developing and recommending policies, goals and objectives for human resources, and serves as the College Title IX Officer. The office serves as the single office responsible for receiving all unlawful discrimination complaints.

The Academic Coordinators ensure the college is meeting its needs in terms of accreditation, curriculum and course development, the GED program, recruiting and working with faculty, participation in the Academic Senate, Institutional data collection and research, as well as working towards institutional advancement.



ADMISSIONS & ENROLLMENT

1.1 WHO CAN ATTEND CINC?

CINC is open to everyone! No matter what tribe you're from or even if you're not Native, our doors are open to you!. Individuals who meet any one of the following criteria are eligible to attend CINC:

- Have graduated from high school
- Have passed the CA High School Proficiency Exam or
- Have passed the GED Examination or
- 18 years of age or older and can benefit from instruction
- Concurrently enrolled K-12 students with Principal recommendation and other factors

Certain programs have special admission requirements. See the specific program for more details.

1.2 HOW DO I ENROLL IN COURSES AT CINC?

1. Complete a CINC Admissions [application](#) and an application on [CCCApply](#).
2. Send us copies of your high school, college and GED transcripts.
3. Complete a Financial Aid application and the Free Application for Federal Student Aid.
4. Attend a new student Orientation.

1.3 RESIDENCY

1.3.1 Residency Rules

This section of the catalog provides a general summary of the principal rules on residency and their exceptions. While in our incubation partnership with College of the Desert, students may be required to meet COD's residency rules. For the detailed rules used by the Admissions & Records Office for residency determination, reference should be made to regulations of the Board of Governors of the California Community Colleges in Sub-Chapter 1 (commencing with Section 54000) of Division 6 of Chapter V of Title 5 of the California Administrative Code, and the regulations and guidelines available at the Admissions and Records Office. These regulations are subject to change without notice by the State Legislature.

A "California resident" is a person who has resided within California for at least one year and one day prior to the first day of the term of enrollment and can provide documentation of their intent to make California their permanent residence.

B "non-resident" student is one who does not have residence in the state for more than one year prior to the residence determination date and cannot provide documentation of intent to make California their permanent residence. If you need assistance with this, please reach out to student services at (760) 834-0584.

1.4 CONCURRENTLY ENROLLED STUDENTS (HIGH SCHOOL)

In accordance with the California Education Code 76000-76002, CINC will consider students K-12th grades only for concurrent enrollment as Special Admit Students. The College authorizes the admission of special admit students, who are highly talented and/or highly gifted minor students without high school diplomas, who can benefit from advanced scholastic work. To be considered for admission as a special part-time or full-time student, the student must meet the eligibility standards established in Education Code, Sections 48800 and 76001. Students have enrolled in specified courses from San Jacinto High School, Noli Indian (High) School and Sherman Indian High School and our doors remain open for all qualified and ready high school students. Make contact with your school counselor and CINC student services if you feel you would benefit from college-level courses not available at your school. If you are under 18, parent permission is required as well as a complete application form and transcripts.

The Executive Director of Student Affairs & Services has the authority to make the final decision whether a student can benefit from instruction. Agreements made between high schools, students and CINC do not ensure a student's admission and enrollment.

Criteria for enrollment include:

- The student must be recommended by his/her high school principal, designee or by a non-relative letter of recommendation.
- A parent/guardian consent and signature on the High School Concurrent Enrollment Form, in addition to the College application by the established deadlines.
- Concurrent enrollment students are enrolled in a college course. As such, the instructor works directly with the student. Under the Family Educational Rights and Privacy Act (FERPA), instructors are not required to discuss student performance or other student-related issues with parents/guardians.

CINC will admit high school students who meet the following conditions:

- Students wishing to enroll in courses must have a cumulative high school grade point average of 3.0 or better as reflected on their most recent official high school transcript.
- For all courses attempted, students must complete the appropriate College assessment process and meet the stated prerequisite(s) and/or co-requisite(s) for the desired course.

Limitations on Enrollment

- A high school student may be permitted to enroll in up to 11 units. The Executive Director of Student Affairs & Services may make exceptions, subject to consideration and approval.
- Students who have previously enrolled and who have dropped their courses and/or have not made satisfactory progress will not be allowed to continue in the college program without approval from the Executive Director of Student Affairs & Services.

ACADEMIC STANDARDS & POLICIES

1.1 FEES

As part of our incubation partnership with College of the Desert (COD), California Indian Nations College students pay fees to COD, when applicable. All fees must be paid within the period allotted to avoid a drop for non-payment. Please contact student services with any questions and check our website for current fees

1.2 CREDIT AND CREDIT BY EXAMINATION

If you have already taken college level courses in high school, taken college level courses whose transference period has lapsed, or otherwise would like to receive credit by examination, please make an appointment with a COC counselor and discuss the courses you would like to be exempt from taking from which you will take the appropriate exams. In accordance with Title 5, section 55050, College of the Desert allows for the granting of units through credit by examination for a course. Credit by Exam is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the College. The faculty shall determine that the examination adequately measure mastery of the course content as set forth in the Course Outline of Record. The faculty may choose to accept an examination conducted at a location other than the community college for this purpose. See the COD catalog for more details about this Credit policy and process.

1.3 STUDENT SERVICES & PROGRAMS

CINC provides specialized student support services such as tutoring, counseling, a Chromebook and textbook lending library, as well as many other resources on campus. Students also have access to all the resources, services and programs through College of the Desert such as bus passes, Disabled Students Program and

Services, Financial Aid, Extended Opportunity Program and Services, and more. Please check the CINC website for more information and how to apply for the above services and programs.

1.4 ACADEMIC STANDARDS

1.4.1 Attendance

Student Responsibilities

It is important that students attend the first class meeting of each course in which they are enrolled, whether or not it is designated as a lecture or a lab. Faculty may drop students who do not appear in the first lecture or lab session. The primary responsibility of students is adherence to class attendance policies as well as the maintenance of their enrolled courses schedule. Ultimately, students must process all adds or drops to their course schedules and are held responsible for updating their own enrollment records. To be officially recorded, adds and drops must be submitted electronically via College of the Desert's WebAdvisor by the appropriate deadlines (check deadline dates in the Schedule of Classes or online by viewing section detail information on WebAdvisor). Students are expected to attend all sessions of a course in which they are enrolled. Anticipated absences should be reported to instructors in advance in order to complete assigned work by due dates. All other absences should be reported to instructors immediately upon returning to class and any missed coursework should be made up. If an emergency requires a long absence and the instructor cannot be reached, students should contact the appropriate instructional dean or designee. Students are held financially accountable for every course in which they are registered and are responsible for their own class schedule and any changes made via WebAdvisor.

Faculty Responsibilities

Prior to census (20% of the class), a faculty member may drop a student for "no show" (students who registered, but never attended class), when a student does not attend the first class session. At census, in accordance with Title 5, section 58004, instructors must drop any student identified as a no show. Instructors shall clear their rolls of inactive students not later than the end of the last business day before the census day for all students. An instructor may elect to drop inactive students.

"Inactive students" include:

- Students identified as no-shows,
- Students who officially withdraw,
- Students who are no longer participating in the courses and are therefore dropped by the instructor.

The instructor has the responsibility for maintaining accurate attendance records in accordance with established procedures.

1.5 GRADES, POLICIES AND PROCEDURES

1.5.1 Course Units

The term "unit of credit" is a measure of time and study devoted to a course. One credit unit is equivalent to one hour of lecture per week plus at least two hours of study outside of class or at least three hours of lab per week per semester. Many courses are made up of a combination of lecture sessions and laboratory sessions.

1.5.2 Grades

Final grades are recorded on a student's permanent record at College of the Desert at the end of each academic term. Grades may be accessed online through WebAdvisor two weeks after the end of the class.

1.5.3 Grading System

Instructors base assigned grades on class work and tests. The grades assigned are as follows:

Symbol	Definition	Grade Point Value
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than Satisfactory	1
F	Failing	0
FW	¹ Failing for unofficial withdrawal	0
P	Passing	
	(At least satisfactory - A, B, C grades; units awarded but not counted in GPA)	
NP	No Pass	
	(Less than Satisfactory, or failing - D or F grades; units not counted in GPA)	

Grading System

¹ For a student who has ceased to participate in a course after the last day to officially drop or withdraw without having achieved a passing grade. The FW grade shall be used in determining grade point average and academic standing. Students who have verifiable extenuating circumstances may petition to withdraw (W) after receiving an FW. A petition for extenuating circumstances, *with accompanying documentation*, must be submitted electronically to Admissions & Records no later than one semester after receiving the grade.

Students may choose the Pass/No Pass grading option on designated courses. This choice can be made at the time of registration, or a student may file a Petition in the Admissions & Records Office prior to the first 30% of the class.

Grades of “**F**” count as units attempted and completed with a failing grade. Such grades are computed in the grade point average (both semester and cumulative). Units for which grades of “**F**” are assigned do not earn units and do not fulfill course, certificate, or degree requirements.

1.5.4 Grade Points and Grade Point Average

1.5.4.1.1.1 Grade Points

California Indian Nations College and College of the Desert follow the same system of **grade points** used by most colleges and universities in California to give an overall appraisal of the student’s level of achievement. Semester grades are assigned grade points as follows:

Letter	Grade Points
A	4 grade points per unit earned
B	3 grade points per unit earned

Letter	Grade Points
C	2 grade points per unit earned
D	1 grade point per unit earned
F	0 grade points per unit earned

Grade Points

Semester marks with no assigned grade points are as follows: "I", "P", "NP", and "W". Units for "F" grades are counted in computing grade point averages.

1.5.4.2 Grade Point Average (GPA)

The GPA is computed by dividing all graded ("A" – "F") units attempted into all grade points received. Note: Do not include the marks of "I", "P", "NP", or "W". The following example illustrates the grade point average calculation:

Course	Units	Grade	Grade Points per Unit	Grade Points per Class
ENG 1B	3	B	3	9
ART 7A	2	A	4	8
HE 1	3	C	2	6
NR 1	3	B	3	9
NR 1L	1	B	3	3
HIST 17	3	A	4	12
Totals	15			47
Total Grade Points				47
divided by Total Units Attempted				15
equals Grade Point Average (GPA)				3.13

Grade Point Average

1.5.5 Non-Evaluation Symbols

The following non-evaluation symbols may appear on official college transcripts:

"I" (Incomplete) is a temporary mark assigned by the instructor when the instructor and student mutually determine that the student has been unable to complete course requirements by the designated ending date of the course according to the following definition.

Definition (Title 5, section 55758): Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition

for removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the Admissions & Records Office until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

The "I" must be made up no later than one semester following the end of the term in which it was assigned.

The "I" symbol shall not be used in calculating units attempted nor for grade points.

An Incomplete is issued only upon mutual agreement between the instructor and the student. The instructor and the student will agree upon coursework and/or other requirements necessary for the removal of the incomplete mark and the grade to be assigned, as well as the grade to which the incomplete will default if the requirements are not met. The student is expected to make up the incomplete by the end of the semester immediately following the receipt of this mark or the grade will default to an "F." In unusual circumstances, the student may petition the instructor for a one-semester extension.

The Incomplete Grade Form is issued only to instructors. In addition to the terms of agreement as outlined in the previous paragraph, this form will contain the student's signature and the instructor's signature. The student and the instructor will each retain a copy of this agreement. A third copy will be kept on file with the permanent roster in the Admissions & Records Office.

"IP" (In Progress) mark indicates that work is in progress and that upon completion of this work an evaluative symbol (grade) will be assigned. The "IP" shall not be used in calculating grade point average.

"RD" (Report Delayed) is a mark used when there is a delay in reporting the grade of a student due to circumstances beyond the student's control. This mark is a temporary notation and is to be replaced as soon as possible by a permanent symbol. Only the Admissions & Records Office may assign the "RD" mark. The "RD" notation shall not be used in calculating grade point average.

"W" (Withdrawal) is a mark assigned to students who withdraw after 20 percent and prior to 75 percent of the term. Withdrawal after the 75 percent point is not possible. "W" grades are final pursuant to State regulations and cannot be removed. Title 5, section 55024(a)(10).

Effective Summer 2012, in accordance with Title 5, sections 55024 and 55040, a student may not withdraw and receive a "W" symbol on their record for enrollment in the same course more than three times. In the event a student has documented extenuating circumstances, they must petition the Appeals Review Committee to enroll again, after having previously received three "W" symbols in the same course. If the enrollment is allowed, the student cannot receive a "W" and must receive an evaluative symbol other than a "W" (Title 5, section 55023) recorded on their academic record.

"MW" (Military Withdrawal) is issued when unexpected military duty requires a student to withdraw from their course. A military withdrawal can be granted as a result of an appeal supported by a specific military documentation. The "MW" notation shall not be used in calculating grade point average.

Students are expected to plan their schedule carefully with the aid and approval of an advisor and endeavor to maintain that schedule through the semester. Students should attend all classes in which they originally enrolled and are responsible to drop courses they have stopped attending via WebAdvisor.

A "W" grade is a part of a student's permanent record and cannot be removed unless they are in accordance with state regulations, Title 5, sections 55024 and 58508. The state provides for alleviation of a "W" grade if the basis is due to an *extraordinary circumstance or an allowable exclusion*. The state defines:

Allowable Exclusions i.e., Military Withdrawal (called to duty).

Extraordinary Conditions - College and/or classes inaccessible due to natural disaster; student responding to certain events (flood, fire); or student had to evacuate home as a result of natural disaster events.

Students are held accountable for every course for which they have registered and are responsible for their own class schedule and any changes made via WebAdvisor. Although faculty may drop students for non-participation/non-attendance, students should not expect the faculty to drop them for non-participation/non-attendance. If a student fails to drop or withdraw from a course by the established deadlines, the student may receive an "FW" grade for that course. To assure transactions are correct, California Indian Nations College recommends that students print out a class schedule after completing registration and/or after adding or dropping a course.

The designated student grade responsibility date shall occur at the 75 percent point of a semester or session. Students who do not withdraw by the deadline indicated in the class schedule will receive a grade of "A", "B", "C", "D", "F", "FW", "P", or "NP". All grades become a part of the student's permanent record.

- *Conditions for Petition to Withdraw*

Extenuating circumstance petitions to withdraw from a class after the grade responsibility date must be presented within two years from the time the grade was assigned.

Effective Fall 2009, only students who have received a "FW" grade are eligible to petition for a withdrawal ("W"). Students who have verifiable extenuating circumstances may petition for an exception to withdraw from a class once the grade is recorded. The student may petition for authorization to receive a withdrawal ("W") in the following manner:

- A formal petition must be submitted through the MyCOD Portal by the student.
- Proof of the extenuating circumstances being cited as reasons for withdrawal, or unsuccessful course completion, must be submitted.
- The instructor of each course in question must be consulted. In the event the instructor of record cannot be contacted, or is unavailable, the appropriate Instructional Dean will act on their behalf. College of the Desert defines extenuating circumstances as serious and compelling reasons, which are limited to the following:
 - Illness, hospitalization, or medical reasons
 - Employment
 - Relocation
 - Illness or death of a family member or loved one
 - Incarceration

1.5.6 Grade Change Policy

The student shall first attempt to solve the problem with the instructor involved. A grade must be changed within two years of its submission. If the problem is not solved, the student may follow the steps outlined in the Grade Grievance Procedure.

1.5.6.1 Grade Appeals

The student shall first attempt to solve the problem with the instructor involved. If the problem is not solved, the student may follow the steps outlined in the Grade Grievance Procedure.

1.5.7 Grade Grievance Procedure

By law, an instructor is solely responsible for the grades assigned; no instructor may be directed to change a grade except in certain narrow circumstances authorized by the Education Code, section 76224(a), which reads as follows: "When grades are given for any courses of instruction taught in a community college, the grade given

to each student shall be that determined by the instructor of the course and its determination, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.”

When a student believes that the College grading policy has not been followed, and that the grade received in class was the result of “mistake, fraud, bad faith, or incompetency,” the student MUST discuss this concern with the course instructor by the end of the fourth week of the following semester (excluding summer). Any student who is not satisfied after meeting with the instructor, may choose to pursue a grievance.

LEVEL 1: The student meets with the instructor and the department chair.

LEVEL 2: The student submits a written request for a meeting with the instructor’s dean to resolve the grievance.

LEVEL 3: The student submits a written request for a meeting with the Chief Academic Officer (CINC), and if unresolved, to the Vice President of Instruction (COD) or an official designee to resolve the grievance.

1.5.8 Academic Honors

1.5.8.1 Dean's List

Students earning 12 or more credit units in a semester with a grade point average of 3.50 or better are named to the "Dean's List" in recognition of their academic achievements.

1.5.8.2 Honor Roll

Students earning 12 or more credit units in a semester with a grade point average between 3.00 and 3.49 are listed on the "Honor Roll."

1.5.8.3 Phi Theta Kappa Honor Society

Please refer to the COD catalog for more details about this honor society, its benefits and requirements.

1.5.8.4 Graduation Honors

Students receiving associate degrees may graduate with honors as indicated below. All grades earned at all colleges attended will be included in the computation of the cumulative grade point average (GPA) for graduation honors. Academic Renewal will not be used to qualify for graduation honors. Designations will be made on diplomas of all recipients and recognized at Graduation for students who participate. Academic honors are awarded as follows:

Honor	Cumulative GPA
Highest Honors	3.90 - 4.00
High Honors	3.75 - 3.89
Academic Distinction	3.50 - 3.74

1.5.9 Probation, Disqualification, & Reinstatement

Probation, disqualification, and reinstatement policies and procedures are an important part of the Follow-Up component of the College’s Student Success & Support Program (SSSP) and are designed to assist students in making progress toward realistic academic, career, and personal goals.

1.5.9.1 Probation Standards

Academic Probation occurs after a student has attempted at least twelve (12) units, as shown by the official academic record, and has earned a term grade point average (GPA) below 2.0 for all units graded according to the established College grading scale.

Progress Probation occurs after a student has attempted at least twelve (12) units, as shown by the official academic record, and has earned a grade of “W,” “I,” “NC”, and/or “NP” in fifty percent (50%) or more of all units attempted.

Please find the specific procedures and policies regarding probation by contacting Student Services at (760) 834-0584.

1.5.10 Repeating Courses

1.5.10.1 Substandard Grades

A student who earns a grade of “D”, “F”, “FW”, “NP”, “NC”, or “W” [as defined in Title 5, sections 55023, 55030, and 58161(d)] for a course may repeat the course to alleviate the substandard grade. Please refer to the specific policies and procedures of COD which deal with substandard grades and repeat courses.

STUDENT RIGHTS & RESPONSIBILITIES

1. Participating in placement, orientation, and counseling/advisement services and other follow-up services deemed necessary by the College in order to complete their stated educational goal.
2. Acquiring and reading the College catalog, schedule of classes, handouts, and other student materials that detail College policies and procedures.
3. Submitting unofficial transcripts for all high schools and/or colleges attended to their counselor/advisor if the student would like prior coursework to be utilized for course placements.
4. Submitting official transcripts to the Admissions & Records Office if the student is requesting official course credit for prior coursework.
5. All official transcripts submitted to Admissions & Records Office become the property of California Indian Nations College/COD.
6. Stating an educational goal at the time of registration and a specific informed educational goal after completion of 15 units.
7. Completing a first semester online individual Student Education Plan (SEP) with the assistance of a counselor or advisor, usually in a Student Planning Workshop.
8. Attending all classes and completing all course assignments.
9. Completing courses and maintaining progress toward their stated goals.

1.1 NON-GRADUATES OF HIGH SCHOOL

CINC offers courses to prepare students for General Education Degree (GED) examinations. For more information, contact (760) 834-0956. College of the Desert’s Adult Basic Education (ABE) program provides an alternative way to complete high school graduation requirements. For more information, contact (760) 776-7318.

1.2 STUDENT CONDUCT STANDARDS

When a student enters California Indian Nations College/College of the Desert, College authorities assume that an earnest purpose exists and that the student’s conduct will demonstrate that assumption. If, however, the

student's conduct is not appropriate, and the student should be guilty of one or more of the violations listed in the **Student Conduct Standards and Procedures** policy, then appropriate disciplinary action will be taken as listed in the policy. Refer to specific policies and procedures found within the COD catalog online.

1.3 STUDENT DISCIPLINARY SANCTIONS

Consequences of violating the Student Code of Conduct may include one or more of the following actions. Please refer to the COD online catalog for specific policies and procedures which include:

1. Verbal Reprimand/Warning
2. Written Reprimand/Warning
3. Mental Health Clearance
4. Restitution
5. Disciplinary Probation
6. Removal from Class
7. Short-term Suspension
8. Long-term Suspension
9. Immediate Interim Suspension
10. Removal from Facility
11. Withdrawal of Consent to Remain on Campus
12. Expulsion

1.4 STUDENT GRIEVANCE POLICY & PROCEDURES

Student Grievance Policy & Procedures are outlined as follows:

1. Make an informal complaint to the faculty member or staff member in question.
2. Next make a formal complaint to the supervisor.
3. Request a hearing.

Grievance Hearing Procedures are available online under Student Life. Refer to the CINC online catalog.

1.5 STUDENTS WITH DISABILITIES

Background

The Americans with Disabilities Act (ADA) is a civil rights statute that prohibits discrimination against people with disabilities. The protection is similar to that given to women, minorities, and others through the Civil Rights Act of 1964. Protected are an estimated 43 million Americans with disabilities that substantially limit a major life activity such as working, walking, talking, seeing, hearing, or caring for oneself. People who have documentation of such an impairment, and those regarded as having an impairment, are also protected. This federal legislation prohibits excluding individuals from jobs, services, activities, or benefits based on their ability.

Student Rights

Students have the following rights under Section 504 of the 1973 Rehabilitation Act, as revised (29 U.S.C. 794), The Americans with Disabilities Act (28 CFR35.102-35104), California Assembly Bill 803 (Government Code, section 7405 et seq.) and Title 5 (section 56008) of the California Education Code:

- Right to voluntary participation in Disabled Students Programs and Services (DSPS).
- Right to confidentiality and protected disclosure of student records.
- Right to access college classes, programs, activities, services, and facilities to facilitate learning. The college will make a reasonable effort to provide equal and timely access.

- Right to request an appropriate accommodation to facilitate participation in class and campus activities.
- Right to participate in campus activities, class demonstrations and laboratory experiments to the extent that the disability does not pose a risk to the student or to others.
- Right to protection against discrimination and harassment. Students have the right to participate in classes and campus activities without being harassed or discriminated against.

If a student with a disability feels that he or she is the target of discriminatory treatment, the student can file a complaint.

CINC: (760) 834-0584

COD: (760) 773-2529

Location: Office of Human Resources

Student Responsibilities

- To provide DSPS with documentation of disability;
- To request accommodations in a timely manner and according to established procedures;
- To utilize accommodations according to established policies and procedures;
- To notify DSPS 24 hours in advance for planned absences from classes where services are being provided (i.e., interpreters). Failure to notify DSPS may result in a suspension of services; and
- To abide by the College Student Conduct Standards.

Determining Need

Students who need reasonable accommodations must meet with a CINC advisor and a DSPS counselor to complete an application form, determine educational limitations and services needed, and complete an academic accommodation plan.

Contact CINC for Support

CINC staff and faculty support is available. Also faculty and staff of the DSPS Office are available for consultation on any questions students may have related to accommodations for a disability. The highest standard of confidentiality is maintained. For more information, please call (760) 834-0584. If unresolved or more support is required, please call (760) 773-2534, [email DSPS](mailto:dpsinfo@collegeofthedesert.edu) (dpsinfo@collegeofthedesert.edu), or visit the [DSPS website](#).

Students with disabilities at the College participate in the same activities and courses as any other student. Specialized services and mandated accommodations are offered to provide a more equitable classroom experience and to help successfully integrate the student into college life. Services and accommodations are determined by an interactive process with a DSPS counselor regarding disability related limitations to accessing the educational environment. Interested students must meet with a DSPS counselor to apply for these services.

Disabled Students Programs and Services (DSPS) is located on the first floor of the Cravens Student Services Center and provides specialized instructional opportunities to qualified students. Specialized instructional programs include the DSPS High Tech Center, Learning Disability Assessment, WorkAbility III, and Adapted Kinesiology courses.

The WorkAbility III program also offers specialized courses, employment counseling, and placement assistance in cooperation with the California Department of Rehabilitation.

Participation in DSPS services is voluntary. For more information, please call (760) 773-2534, [email DSPS](mailto:dpsinfo@collegeofthedesert.edu) (dpsinfo@collegeofthedesert.edu), or visit the [DSPS website](#).

EARNING A CERTIFICATE, DEGREE, GRADUATING, AND TRANSFERRING

1.1 CATALOG RIGHTS

Students who maintain continuous attendance at California Indian Nations College will maintain the right to follow the graduation requirements listed in the catalog under which they first entered the College. Changing a major program of study does not change catalog rights for general education or other graduation requirements beyond the major if continuous attendance is maintained. Continuous attendance for this purpose is defined as attendance in at least one semester during a calendar year, provided that at least one course during that semester of attendance is posted on the official college transcript with a grade symbol or a semester mark of "I" or "W". Absence from California Indian Nations College due to an approved educational leave or for attendance at another regionally accredited higher education institution is not considered an interruption in attendance if the absence does not exceed two years.

1.2 DIPLOMAS

Diplomas are mailed to graduates approximately six weeks after the end of the semester in which students have satisfied all degree requirements and grades have been verified. Consequently, at the graduation ceremony, students are presented with a diploma cover. There is a fee for a duplicate diploma; please check California Indian Nations College [Admissions and Records](#) web page for current CINC fees and the College of the Desert [Admissions & Records Office](#) web page for current COD fees.

1.3 GRADE REQUIREMENTS FOR ASSOCIATE'S DEGREE

- 1.3.1 All courses used to fulfill major area requirements or area of emphasis requirements must be completed with a minimum grade of "C" or a "P" if the course is taken on a "Pass/No Pass" basis. All Associate Degrees require a minimum Cumulative Grade Point Average of 2.0 ("C" average) for all coursework taken at all accredited institutions including College of the Desert.
- 1.3.2 The Associate Degree is not automatically awarded when a student completes required courses. Students must submit a Degree Application electronically via the College of the Desert MyCOD Student Portal under the A&R Forms link. All transcripts from all colleges and universities attended must be on file in the College of the Desert Admissions & Records Office. At least 40 units must have been completed, including 12 in residence at CINC/COD before an application is accepted.

1.4 GRADUATION

- 1.4.1 Once it has been determined that a student is eligible for graduation, a Degree Application must be completed electronically via the College of the Desert MyCOD Student Portal under the A&R Forms link. The deadline to submit this form is found in the Schedule of Classes. This requirement applies to all Associate Degrees.
- 1.4.2 Formal graduation activities are held at the end of the spring semester. Students who complete degree requirements during the spring, preceding fall, or subsequent summer term are invited to participate in the ceremony. Students must file a degree application electronically via the College of the Desert MyCOD Student Portal by the posted deadlines.

1.5 ASSOCIATE DEGREES

California Indian Nations College offers one Associate of Arts Degree in Liberal Arts. For other degree types and more information such as about career or technical degrees please visit the COD website.

Associate Degree with emphasis on Transfer Preparation

Students planning to earn an Associate Degree while preparing to transfer to a 4-year college or university must complete the appropriate transfer general education pattern as well as the course requirements specified in the program of study for the declared major. A minimum of 60 transferable units are required for upper division transfer.

Students preparing to transfer to the California State University (CSU) may follow the General Education requirements outlined in the CSU Certification Pattern. This is identified as the CSU General Education Pattern in the list of requirements for Transfer Degree programs.

Student preparing to transfer to the University of California (UC) or the CSU systems may follow the Intersegmental General Education Transfer Curriculum (IGETC). This is identified as the IGETC Pattern in the list of requirements for Transfer Degree programs. See your counselor or faculty advisor for exceptions.

1.6 ASSOCIATE DEGREE REQUIREMENTS

Students may graduate from California Indian Nations College/College of the Desert with an Associate of Arts degree upon meeting the following College requirements:

A. Competency Requirements

Reading Competency: All students earning an Associate Degree must demonstrate a reading proficiency at the collegiate level by passing RDG 051 or RDG 061 with a grade of "C" or better, or the equivalent.

Writing Competency: All students earning an Associate Degree must demonstrate a writing proficiency at the collegiate level by passing ENG 001A with a grade of "C" or better, or the equivalent.

Mathematics Competency: All students earning an Associate Degree in Career and Technical Preparation must demonstrate a mathematics proficiency by passing with a grade of "C" or better, MATH 40, or any college mathematics course determined by the College to be equivalent to, or higher than, MATH 040. All students earning Associate Degree for Transfer Preparation are required to complete the UC or CSU Mathematics requirements.

B. General Education (GE) Requirements

A single course, even though listed in more than one area, can only be used to satisfy one GE requirement.

C. Major Requirements

Complete one of the degree programs listed in the Certificate and Degree Programs section of this catalog. Each course in the major or area of emphasis must be completed with a grade of "C" or better or "P" if the course is taken on a "Pass/No Pass" basis.

College authorities may approve or require substitutions for discontinued courses or for courses not offered.

D. Kinesiology Activity Requirement

Two (2) units are required from kinesiology (KINE), recreation (RE) or varsity sports (VSM, VSO, VSW). Note: If KINE-010 is used to fulfill COD General Education Area C2 or C5, it may not be used to fulfill this requirement.

E. A minimum of sixty (60) degree-applicable units with a 2.0 ("C") Grade Point Average (GPA). Basic skills courses do not apply toward the degree. Grades earned in non-degree credit courses are not included in the calculation of the degree-applicable GPA.

F. Completion of twelve (12) units in residence at California Indian Nations College/College of the Desert.

1.7 TRANSFER POLICIES AND AGREEMENTS

PREPARATION FOR TRANSFER

As the partner of an integral unit of the California system of public higher education CINC provides programs of study providing students the opportunity to prepare for transfer to four-year colleges and universities. The College aspires to do this in such a manner that students may transfer without loss of time or credit.

Most professions and careers requiring study beyond that available at CINC whereas the first 60 college level units may be completed before transferring from CINC to another institution of higher education. To assure transfer students of obtaining the maximum benefit from their CINC experience prior to transferring, it is important for students to engage in careful, long-range planning. Please seek out the professional help of the CINC Student Services team in order to plan the appropriate pathways for transfer. Students should visit the [ASSIST website](#) to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit. When in doubt, consult with CINC Student Services. There are two basic pathways for transfer, that is, IGETC (UC) or CSU-Breadth requirements. CINC's program of study is designed to fulfill both. Please follow all policies and procedures required by CINC and the applicable college or university.

PROGRAMS OF STUDY

Currently, CINC offers a pathway to receive an A.A. in Liberal Arts which has a requirement of at least 60 units.

LIST OF COURSES OF INSTRUCTION

All courses taken at CINC or COD are accredited through College of the Desert's ACCJC accreditation. Courses taken outside of CINC or COD must be properly transferred and approved by the appropriate counselor and registrar. Note, some CINC courses may require special transfer into COD.

1.1 CLASSIFICATION OF COURSES

There are two types of courses/classes offered by CINC:

1. Credit Courses - Credit courses are designated as either associate degree credit courses or nondegree credit courses. Associate degree credit courses may be used as required or elective courses in a degree or certificate program. Nondegree credit courses are designed to assist the student in preparation for college level course work. Units earned in nondegree credit courses may not be applied toward a degree.
2. Community Education Classes and Workshops – Classes and workshops are designed for students whose primary motive for activity and learning is personal enrichment only. The classes carry no academic credit and are supported by class fees. Students wishing to take a course for Credit/No Credit grading basis must make an official request by the required date to the Registrar. These courses do not carry a grade weight.

1.2 ABBREVIATIONS AND SYMBOLS

1.2.1 Transfer Status

CSU = meets baccalaureate criteria for the California State University system.

UC = accepted by the University of California system.

UC* = University of California will accept course but with some unit limitations or other stipulations. Please consult a counselor.

1.2.2 Degree Applicability

AA = applies to the Associate of Arts degree

CSU GE = meets criteria for California State University and CINC/COD General Education

IGETC = meets criteria for Intersegmental General Education Transfer Curriculum (applicable to both the California State University system and the University of California system)

1.3 KEY TO COURSE CODES

Course Code	Title	Units
Adult Basic Education - ABE		
American Indian Studies--AIS		
American Sign Language - ASL		
Anthropology - ANTH		
Business and Finance--BUFI		
Business/Hotel & Restaurant Management--BUHM		
Business/Management - BUMA		
Communication Studies - COMM		
Computer Science - CS		
Counseling - COUN		
English - ENG		
Film - FILM		
Geography - GEOG		
History - HIST		
Kinesiology - KINE		
Natural Resources - NR		
Philosophy - PHIL		
Political Science - PS		
Sociology - SOC		

COURSE DESCRIPTIONS

CINC's list of courses will continually evolve and change as we are able to expand and grow our academic offerings. Please refer to our current semester's course listings and our website for up-to-date information. For a complete list of description of courses offered by College of the Desert, please refer to their catalog. Current courses offered are listed at the beginning of this catalog and on the CINC website.

AIS 166A: Elementary Cahuilla IA (offered through Palomar College) (5)

An introduction to the fundamentals of the Cahuilla language, one of the indigenous languages of Southern California. Includes a survey of Cahuilla language phonology, morphology, syntax and grammar with special emphasis on culturally relevant terminology.

AIS 166B Elementary Cahuilla IB

This elementary course is a continuation of AIS 166A and reviews the phonology, morphology, syntax and grammar of the Cahuilla Language, with continued emphasis on culturally relevant terminology leading to increased proficiency in expressing basic concepts both orally and in writing.

ANTH 002 Cultural Anthropology (3)

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe.

ASL 001 American Sign Language I (5)

This course presents the fundamentals of American Sign Language in an intensive method, with many lectures conducted in ASL. Students learn basic grammar and vocabulary of ASL, with an emphasis on both expressive and receptive skills. The history, values, and attitudes of American Deaf culture are explored.

ASL 002 American Sign Language II (5)

This course further develops material introduced in American Sign Language 1. Increasingly complex grammar and vocabulary will be introduced, with the class conducted primarily in ASL. Equal focus is placed on expressive and receptive skill development. Students will explore simple Deaf humor and poetry, and examine writings by American Deaf persons to discover values, attitudes, and themes of the American Deaf culture.

BUFI 012 Money Mgt and Planning (3)

This course provides students with an introductory understanding of economic and financial principles and the environment within which consumer and business decisions are made. It helps those interested in pursuing a career in financial services develop an appreciation for financial concerns of their clients. It also helps students make more informed decisions about setting their own career and financial goals, as well as managing their budget, taxes and investments, protecting their assets against risk, and preparing for retirement.

BUHM 063 Hotel & Restaurant Ops (3)

This course analyzes management's functions and responsibilities in such areas as administration, organization, communications, accounting, marketing and human relations.

BUMA 001 Principles of Management (3)

This course is the study of organization design, managerial processes, motivational theories, and current management problems. It is a study of the concepts of management in organizations and the role of manager in a technologically oriented society including planning, organizing, staffing, directing and controlling. The student is provided an opportunity to gain a contemporary knowledge in management design to improve managerial skills and ability.

BUMA 010 Introduction to Business (3)

Students study the formation, structure, objectives, and ethics of contemporary American business enterprises. The course emphasizes the significance of the small business organization, the role of large business organizations, and the practices for the development of managerial personnel. This course is recommended for students who wish to explore a career in business.

BUMA 027 Marketing (3)

This course is the study of market structures, channels of distribution, pricing and price policy, and market research. The course emphasizes the relationship of human behavior and culture to marketing activities. The student participates in individual and class projects designed to reinforce basic marketing theory and concepts.

COMM 001 Introduction to Public Speaking (3)

This course emphasizes theory and the practice of basic techniques for successful public communication. Students learn to develop an effective interpersonal style of public communication. Informative, expository, persuasive, extemporaneous, and impromptu forms of speaking are covered.

COUN 012 Career/Life Planning & Personal Exploration (3)

This course is designed to cover theories and concepts of values, interests, skills, and personality as applied to the career and life planning process. It assists students to establish life, career, educational, and personal goals and to develop plans and strategies to meet those goals.

ENG 001A Composition (4)

This course focuses on the elements of academic writing, including genre, audience and purpose, and argumentation. Students learn critical thinking, textual analysis, and research techniques, as they apply to the writing process, and they will compose essays using proper documentation, following MLA and/or APA rules.

FILM 001 Intro. to Film (3)

By the age of 18 the average person has watched over 900 movies, but do we really know how to watch them? This course explores the impact film has on us, and the techniques filmmakers use to make us respond. Drawing from the American Film Institute's "Top 100 Movies of All Time" plus others, the class goes beyond movies as entertainment, into the fascinating world of how movies use color, music, story structure, visual effects and cinematography to make us forget we're even watching a movie.

GEOG 001 Physical Geography (3)

This course examines the major features of the natural environment including land, water, air and life forms. The relationship between humans and their natural environment is emphasized, and map-reading skills are developed.

HIST 017 US to 1877 (3)

This course is a survey of the political and social development of the United States from the discovery of America through the Reconstruction Period.

HIST 018 US 1877 to present (3)

This course is a survey of the political and social development of the United States from the Reconstruction Period to the present.

MC 001 Introduction to Mass Media (3)

This course introduces students to the influences and contributions of mass media in popular culture. It traces the historical development of the mass media, from earliest inventions to today's state-of-the-art digital technologies. This course surveys the impact of mass media on each of us as individuals and on American and world culture: where we might be going and what we can do about it. The course also examines how mass culture continually influences and shapes the media.

KINE 010 Personal & Comm Health (3)

This course focuses on the exploration of major health issues and behaviors in the various dimensions of health with implications for individuals and societies. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.

NR 001 Conservation of Natural Resources (3)

This environmental science course encompasses a study of general ecological principles including biological energy relationships, biogeochemical cycles, population dynamics, limiting factors, biotic communities, principles of ecosystem sustainability, ecosystem change, and biodiversity. Environmental issues are examined from an ecological perspective and include such topics as water availability and quality, fossil fuels and renewable energy resources, air pollution, global atmospheric issues, hazardous materials, and human population growth. Emphases are placed on the effects of environmental problems upon all living organisms, and the role of human beings in reducing their impact on this planet.

NR 001L Conservation of Natural Resources Lab (1)

A laboratory designed to supplement the Conservation of Natural Resources course (NR 001) by providing laboratory and field experiences in environmental subject areas.

PS 001 Introduction to Government (3)

This course is an introduction to the principles, organization and politics of the National Government of the United States, including the study of State and local government. In considering government at the State level, specific emphasis is given to the government of the State of California. Throughout the course, current issues in American and State politics are stressed.

SOC 001 Introductory Sociology (3)

This course is a survey of the characteristics of social life, the processes of social interaction, and the tools of sociological investigation.

SOC 003 Fundamentals of Statistics (3)

This course is an introductory study of statistics for the Behavioral Sciences. Emphasis is placed on acquainting students with the concepts underlying statistical methods and research approaches, basic statistical analyses, and principles. Topics include: data collection; descriptive and inferential statistics; sampling distribution;

measures of central tendency; dispersion; relative standing, and relationship; probability; prediction; hypothesis evaluation; and test for treatment effects. This course is intended for students majoring in the behavioral/social sciences or those interested in applied statistics.

SOC 004 Sociological Analysis/Critical Thinking (3)

This course provides instruction in the principles of critical analysis and the composition of reasoned, written responses to a variety of social issues. These include issues falling within the scope of sociology, anthropology, economics, education, politics, criminology, biology and the physical sciences. Both deductive and inductive forms of reasoning are studied, including common formal and informal fallacies.

SOC 014 Introduction to Race and Ethnicity (3)

Racial And Ethnic Relations is about the varieties of racial and ethnic interactions in the United States. The course is concerned with the origins, implications, and consequences of race, ethnicity, prejudice, and discrimination. Although the significance of cultural differentiation is highly important in the course, major emphasis is placed on intergroup interaction. Both minority group reaction to ethnic status and majority group reaction to ethnic action are major components of the course.

GED 001 GED Prep Course (NC)

This course is designed to prepare students for the GED examination. This course may be repeatable up to 3 times in order for the students to successfully get through the five GED tested disciplines.

ACADEMIC FREEDOM

Academic freedom is the right of college faculty to interpret their fields and to communicate conclusions without being subject to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups, or individuals. The Board of Trustees of California Indian Nations College believes that academic freedom of the college faculty is indispensable to the success of the College in fulfilling its obligations to students and society.

It is the policy of the Board of Trustees of California Indian Nations College to recognize the importance of academic freedom in pursuit of academic excellence for the College, consistent with the following:

College faculty are entitled to freedom in the classroom in discussing their subject. The faculty member has a license to present whatever he or she may feel is appropriate and the faculty member's individual judgment and discretion shall be responsibly exercised.

College faculty are citizens as well as members of the learned professions. When they speak as citizens, they should be free from institutional censorship or discipline. As persons of learning and members of the College faculty, they must remember that the public may judge their profession and the College by their statements. College faculty should, therefore, make every effort to indicate that when they are speaking or acting as private citizens, they are not speaking or acting for the College. As citizens engaged in a profession that depends upon academic freedom for its health and integrity, College faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.



College faculty are entitled to full freedom in research and in the publication of the results, subject to adequate performance of their other academic duties.

College faculty will ensure the academic freedom of students: the freedom to express and to defend their views and the freedom to question and to differ with the College faculty or the College without penalty.

FACULTY CODE OF PROFESSIONAL ETHICS

Guided by a profound belief in and respect for the inherent dignity and worth of each individual in the culturally diverse community we serve, the faculty at California Indian Nations College endeavors to:

- place as their highest priority excellence in teaching, continually striving to improve scholarly and professional competence, maintaining personal and academic integrity, and accepting the role of intellectual guide and facilitator;
- encourage the free pursuit of learning, honoring the confidential nature of the relationship between instructor and student, avoiding exploitation of students for private advantage, and holding before them high scholarly standards for their discipline and appreciation and respect for others;
- accept accountability for maintaining honest academic conduct, high standards of performance, and evaluation that reflects the true merit of students, courses, programs, and services;
- accept the obligations associated with membership in a community of scholars that includes practicing, fostering and defending intellectual honesty, freedom of inquiry and instruction, social responsibility, and respect for the opinion of others;
- acknowledge the rights and obligations associated with the role of citizen within the community ensuring that views expressed within that society are represented as those of a private citizen rather than those of a spokesperson for the College.



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CAMPUS MAPS, LOCATIONS, AND DIRECTIONS

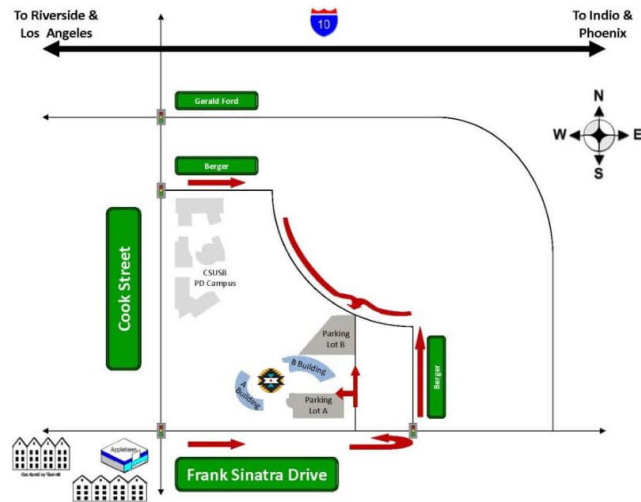


CALIFORNIA INDIAN
NATIONS COLLEGE
EDUCATING • STRENGTHENING • EMPOWERING

Map and Directions

Directions:

- From Interstate 10 Eastbound or Westbound
- Exit at Cook Street.
Proceed south on Cook; turning left on Frank Sinatra Drive.
- Make a U-Turn at Berger Drive.
- Turn right at the monument sign that says "UCR Palm Desert" into Parking Lot A.
- If entering Building B, park in Lot B.
- If entering Building A, park in Lot A.
- Welcome to UCR Palm Desert, the location of California Indian Nations College (CINC)!



Campus Map:



ACKNOWLEDGEMENTS

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