



GENERAL CATALOG



ACADEMIC YEAR
2022–2023

This catalog is valid from August 25th, 2022 through August 28th, 2023. It is in effect for the Fall and Spring semesters and any session (intersession) that commences within this defined period. Every reasonable effort has been made to determine that everything stated in this Catalog is accurate at the time it was published. Updates will be posted on our public website.

Because this publication must be prepared well in advance of the period 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.

ADMINISTRATION OFFICES

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Palm Desert, CA 92211

(760) 834-0593

www.CINCollege.org

CLASSROOMS AND STUDENT SERVICES

1300 East Barista Road

Palm Springs, CA 92262

(760) 895-0365



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MÍYAXWEN, WELCOME MESSAGE

Welcome to California Indian Nations College (CINC)! We are excited to provide you with high-quality curricula through accredited courses that are transferrable to other colleges and universities so that you can reach your full potential. Our unique, individualized, and personalized support respects and cultivates cultural competency that promotes a safe learning environment for all. We endorse curricula, seminars, and workshops that will not only educate each student but will also strengthen and empower each student with resources and tools that will aid in better preparation for what is still to come locally, socially, and globally.



At CINC, we optimize our educational services and responsibilities through our accredited Associate of Arts degree programs, our Adult Education program, and our professional workshops. CINC responds to the long-time educational needs of the American Indian and Indigenous communities, and we are proud of the academic excellence sustained by the dedicated professionals in Academics, Administration, and Student Services.

The CINC team is truly committed to your success and the educational journey you have chosen to pursue. This team is driven by passion to research and incorporate the best methods to transform your future through academic success. Your decision to enter and continue your educational journey as a student is one to be proud of, admired and celebrated. You have chosen *the* tribal college of California; and we are truly an educational force to be reckoned with.

On behalf of the CINC Board of Trustees, faculty, staff, and leadership, welcome to California Indian Nations College. We look forward to supporting and celebrating your journey of education, strength, and empowerment.

Nashootuhi (Blessings),

Celeste R. Townsend, M.B.A.
(Guidutikad Paiute, Fort Bidwell Indian Community)
President & CEO

BOARD OF TRUSTEES 2020-2021



Darrell Mike
Chair
Twenty-Nine
Palms Band of
Mission
Indians



Gerald Clarke,
M.F.A.
Vice-Chair
Cahuilla Band
of Indians



Robert Paull
Treasurer
Lummi Nation



Dineen Mike
Secretary
Twenty-Nine
Palms Band of
Mission Indians



Sandy
Kewanhaptewa
-Dixon, Ed.D.
Trustee
Hopi Nation



Patti Dixon, M.A.
Trustee
Pauma Band of
Luiseño Indians



Heather Torres, J.D.
Trustee
San Ildefonso
Pueblo/Navajo



Chairman
Jeff Grube
Trustee
Agua Caliente Band
of Cahuilla Indians



Chairman
Thomas Torte, Jr.
Trustee
Torres Martinez Desert
Cahuilla Indians



Joel Kinnamon,
Ph.D.
Trustee

Theresa Mike
Lifetime Trustee
Lummi Nation



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.



CAMPUS AND ADMINISTRATION LOCATIONS

CINC CLASSES AND STUDENT SERVICES ARE LOCATED AT:

1300 EAST BARISTA ROAD, PALM SPRINGS, CA 92262

This is a shared campus with College of the Desert.

Student services staff are in PS06 while classes are held in PS02 and PS11.

To better serve the community, classes may occasionally be offered at other campus locations in the region.

A limited number of classes are also offered on-line.

As a shared campus, it is the responsibility of students, staff, and faculty to ensure that any activity conducted in this facility complies with all COD regulations and policies, as well as any federal, state, and local statutes and regulations.



ADMINISTRATION OFFICES

Administrative offices, including the office of the President, Vice-President, Financial Affairs and Development Office are located at

75080 Frank Sinatra Dr., Suite 222

Palm Desert, CA 92211



This is a shared facility with the University of California, Riverside. It is the responsibility of students, staff, and faculty to ensure that any activity conducted in this facility complies with all University regulations and policies, as well as any federal, state, and local statutes and regulations.

2022-23 ACADEMIC CALENDAR

August '22 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	September '22 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October '22 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
November '22 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December '22 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	January '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
February '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
May '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July '23 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 2 3 4 5

Fall Semester Important Dates from August 26 to December 16, 2022

Aug 23-24: Fall Orientation Aug 26: Fall Classes Begin; Sep 5: Labor Day (No Classes); Nov 11 Veterans Day (No Classes); Nov 25-27 Thanksgiving (No Classes); Dec 10-16 Finals Week; Dec. 16 Last Day of Fall Semester

Summer Semester Important Dates from June 20 to August 04, 2023

Jun 20: Classes Begin; Jul 4: Independence Day (No Classes); Aug 02-06 Finals Week;
Aug 30: Fall Classes Begin

Spring Semester Important Dates from January 30 to May 26, 2023

Feb 01: Spring Classes Begin; Feb 17 & 20: President's Days observed (No Classes); Apr 3-7: Spring Break (No Classes);
May 24-28: Finals Week; May 28: Graduation Day & Last Day of Spring Semester

2022-23 CULTURAL CALENDAR

August '22						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '22						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October '22						
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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November '22						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December '22						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January '23						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '23						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March '23						
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

April '23						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

May '23						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '23						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July '23						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Important Dates for Cultural Events

08/06/22 Santa Isabel Traditional Gathering,
08/12-14/22 Barona's 15th Annual Traditional Gathering
08/13/22 Dorothy Ramon Learning Center "Dragonfly Gala"
08/19-21/22 Rincon Annual Fiesta
08/27/22 Pala Traditional Gathering
08/27/22 Viejas 23rd Annual Bird singers Gathering & Peon Tournament
09/2-4/22 50th Annual Barona Pow Wow
09/9-11/22 Sycuan Annual Pow Wow Celebration
09/16-18/22 San Manuel Pow Wow
09/23-25/22 Morongo Annual Thunder & Lightning Pow Wow
10/6-9/22 - 16th Many Winters Gathering of Elders
10/15/22 Press conference with Assemblyman James Ramos
11/5/22 Gathering Under the Stars
11/25-27/22 Cabazon Pow Wow @ Fantasy Springs, Indio
12/3-4/22 Torres Martinez Sukutt Menyil Fiesta
12/31/22 Traditional New Year's Gathering @ Morongo
01/6-8/23 Pechanga Pow Wow

- As more dates are added in 2023, check CINC website for latest calendar of events.



ABOUT US

OUR HISTORY SO FAR ...

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.

CINC began by offering an Associate of Arts degree covering general education and scholastic skills preparing students to transfer to any four-year institution in any specialty they wish. Although the first students with an A.A. from California Indian Nations College graduated in 2020, due to pandemic restrictions the first CINC commencement was not held until the following year, when both 2020 and 2021 graduates were honored. The College is currently researching community needs as a basis for additional degree and certificate programs to be offered.

CINC aims to become the first stand alone, fully-accredited tribal college in California in decades. There are 37 accredited Tribal Colleges and Universities in the United States. However, not one accredited Tribal College or University is located in the state of California. The leadership of the Accrediting Commission for Community and Junior Colleges is very supportive of CINC's efforts and has been helpful in guiding the initial steps towards eligibility for accreditation.

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
- University of California Riverside
- California State University San Bernardino
- Association of Independent Colleges and Universities
- 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



EDUCATIONAL MISSION, VISION, PURPOSE, & VALUES

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.

2. VISION

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

3. PURPOSE

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

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



INSTITUTIONAL LEARNING OUTCOMES

California Indian Nations College is a public, 501(c)(3) non-profit, two-year, tribal college chartered by the Twenty-Nine Band of Mission Indians in 2017. Through its short history, CINC has already enhanced the educational and cultural foundation of the tribal communities, county, and state. As an associate-degree granting institution, CINC offers a broad range of course opportunities in higher education.

Educated Native leaders are essential to the advancement and well-being of Tribal Nations. CINC graduates are future leaders with promising potential. Upon degree attainment, a successful student will be able to demonstrate the competence, knowledge, and skills to communicate in diverse situations, listen deeply, think critically, organize and articulate concepts, and reflect on the important relationality that grounds Native American cultures. CINC graduates understand they are an integral part to the collective good of their Tribes and communities.

While recognizing that CINC's primary goal is to serve tribal students in the state of California, CINC educates students to assume leadership roles both in the state and throughout the nation through its nationally recognized courses towards associate degree attainment. While CINC's curriculum is geared towards Native American culture, admission is open to all and CINC does not discriminate on any basis. Our teaching, research, and service missions are characterized by equal access and equal opportunity to all who qualify. Within this framework, CINC will focus its resources on the following Institutional Learning Outcomes:

ILO 1: Critical Thinking

Definition: Critical thinking is the holistic process of actively experiencing, analyzing, synthesizing, and evaluating information gathered from observation, reasoning, communication, and relationships which is then used to form conclusions and take action.

Goal: Students will be able to gather, decipher, and integrate relevant information, evaluate alternative perspectives, and implement creative and effective solutions.

Students will be able to:

1. analyze and reflect critically and base decision-making utilizing Native approaches and reasoning;
2. apply and utilize appropriate print, electronic, or cultural resources into academic or professional work to solve areas of concern;
3. conduct research that includes the collection, analysis and synthesis of data and the interpretation and evaluation of credible information and evidence needed to solve a problem or research a concept; and
4. define and analyze problems clearly and apply appropriate problem-solving methods.

ILO 2: Oral and Written Communication

Definition: Communication is the activity of conveying information through the exchange of ideas and information through speech, visuals, signals/symbols, story-telling, writing, behavior, or art. It is the meaningful exchange of information from one person to another. Communication may be intentional or unintentional and may take linguistic or nonlinguistic forms.

Goal: Students will develop effective communication skills to apply in diverse situations and to engage in different modalities in a manner that is understandable and culturally appropriate for the intended audience.

Students will be able to:

1. demonstrate effective listening, speaking, reading, and writing, including evaluation, synthesis, and research;
2. apply a variety of academic and culturally appropriate formats, utilizing credible sources and analytical and critical thinking skills;
3. engage with local or Native communities and effectively communicate in diverse situations;
4. convey ideas clearly, accurately, and logically; and
5. continue to practice and develop listening, interpretation, communication and comprehension skills.

ILO 3: Math & Science Reasoning

Definition: Mathematical thinking and logical reasoning are important skills that are required to solve math's rational equations and interpret the world, which includes Native American math and science concepts. Scientific inquiry or statements are examined. It is important to note that most books and texts written on mathematical reasoning follow scientific grammar or relevant terminologies and notations.

Goal: Students will gain the ability to apply, interpret, and understand mathematical and quantitative concepts. Learn to use a combination of appropriate algebraic, graphical, and numerical methods to form inferences and to solve problems. Students will attain the necessary skills to conduct primary and secondary scientific research in traditional and non-traditional fields of knowledge.

Students will be able to:

1. apply developed mathematical skills to solve practical problems and present solutions correctly and clearly by indicating the ability to think in a sequential manner;
2. apply various symmetries of graphs, geometric figures and the use of appropriate formulas;
3. understand a combination of appropriate algebraic, graphical, and numerical methods to form conjectures about, and to solve, problems;
4. hypothesize, draw and interpret conclusions from multiple perspectives including scientific laboratory and field experiences; and with a focus on conservation of natural resources and environmental components.

ILO 4: Social Responsibility

Definition: Social Responsibility begins with one's relationship with community and includes recognizing that the choices and obligations we make in life impact us and others mentally, physically, and emotionally. It includes learning how to respond appropriately to opportunities and challenges. And the development of one's personal character and skills; committed to living a life that honors responsibility, respect, relationality, and reflection.

Goal: To recognize and analyze the interconnectedness of global, tribal, and local concerns by analyzing cultural, political, social and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures. We are therefore committed to identifying and analyzing social structures, practices, and bodies of knowledge that discriminate and are dedicated to working for the achievement of a more open, just, and democratic society.

Students will be able to:

1. apply a keen sense of social responsibility, awareness, and leadership in daily interactions amongst various demographics;
2. develop and use a clear set of values and an ethical framework in their personal, educational, and professional endeavors;
3. apply concepts of responsibility to community and tribal development;

4. demonstrate an understanding of the diversity of human perspectives, along with the causes and effects of individual decisions and actions;
5. practice equality, advocating rights of nature, humans, and animals emphasizing Native American approaches to the surrounding environment; and
6. understand and advocate for social justice, human, natural and environmental rights.

ILO 5: Native language, history, culture, and worldview

Definition: Inclusive of, but not limited to, cultural resources of knowledge pertaining to tribal values as they are interpreted and practiced throughout history, tradition, lifestyles, language, song, heritage, and decision making.

Goal: To provide a culturally grounded education that enhances motivation, self-esteem, and pride for students and creates a sense of place and belonging.

Students will be able to:

1. connect defining aspects of history to current systems, institutions, and other societal structures;
2. understand, value, and appreciate diverse perspectives, including how living objects relate to one another, as well as spiritual, communal, traditional, and ceremonial dimensions;
3. define the roles of history, culture, and politics in the development of tribal worldviews that relate to modern life and contemporary issues of concern for Native American peoples;
4. recognize inclusion and diversity from a Native American perspective; and
5. identify historical, cultural, and political diversity and its significance in Native American oral traditions and written literatures.

PROGRAM LEARNING OUTCOMES

Associate of Arts Degree in Liberal Arts

Students may select from one of the following areas of emphasis, Art, Communication & Humanities, Business & Technology or Social & Behavioral Science.

Upon completion of the program, students will be able to:

- Use the elements of critical thinking to analyze issues, solve problems, and make decisions,
- Demonstrate coherent and comprehensive analyses of issues and identify and resolve ethical dilemmas in their selected area
- Demonstrate competency in oral and written communication
- Apply scientific and quantitative reasoning skills in appraising information and solving problems
- Display a capacity for responsible citizenship in a diverse society, including the ability to work within a team and skills for self-development that lead to life-long learning
- Show an understanding of Native cultural values, lifestyles and traditions, past and present and be able to apply this understanding to issues and projects within the select area of emphasis.

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 college 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.

3. 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 college officials with legitimate educational interests. A college official typically includes a person employed by 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 college official also may include a volunteer or contractor outside of CINC 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 college 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 college official in performing their tasks. A college

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.

4. 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>



Drug and Tobacco-Free Policy

CINC recognizes and honors traditional, ceremonial, and sacred usage of tobacco in its unadulterated form as prescribed by cultural protocols. CINC 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.

1.4 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 and is responsible for the financial management, stability, and the community and tribal engagement of the College.

The Vice President & Chief Operations Officer 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 Academic Programs Coordinator, in addition to serving as the primary Faculty Lead of the College, ensures that CINC adheres to federal and state mandates in terms of accreditation, curriculum, and course development, as well as the recruitment, training, and academic engagement of CINC adjunct faculty. They develop strategies and design methods to incorporate optimal research and ensure institutional data is collected while working towards the advancement of the College.

The Financial & Administrative Assistant (FAA) is responsible for the management of the budgets, the financial transactions and Accounting Services for the college. The FAA is also responsible for contract management and payroll support; and will provide support for the College's grants management.

The Administrative & Operations Manager (AOM) serves as the executive assistant to the President and administers purchasing and events for the College. In addition to the Maintenance and Operations within the office, the AOM coordinates Public Safety and Emergency Preparedness. The AOM administers Payroll and Human Resources, including Employee Relations and including the operation of human resources and employee relations. The AOM, as the HR Official, is responsible for receiving all unlawful discrimination complaints.

The Director of Adult Education is responsible for all aspects of support for adults seeking a high school diploma, including recruitment and retention of students, tutoring, resources and support, as well as academic articulation processes, procedures, and agreements. The Director of Adult Education is also responsible for tutoring programs college-wide.

The Director of Development is responsible for the college's fundraising and long-range financial development. They are also responsible for public relations, promotional activities, and coordinating the college's long-range development plan.

The Director of Enrollment Management and Registrar is responsible for Admissions & Records, Financial Aid, scheduling, course schedules, Disabled Students Programs and Services, Veterans Services, referrals for

counseling and counseling services, Student leadership, student due process and discipline, textbooks, and enrollment services.

The Institutional Researcher is responsible for the college's the college's development and compliance of local, state, and federally mandated laws, policies, and procedures with regard to the collection, storage and use of data, as well as application of data to support the accreditation process, faculty and campus improvement.

The Recruitment & Outreach Specialists are responsible for outreach and recruitment of future students.

The Student Success Coordinator is the chief student services officer of the College responsible for Student Health and Wellness, Student Support Programs and Services, Student Life, Student Orientation, and cultural appreciation training for faculty.

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. (Available here: [Undergraduate Admissions Application - CINCollege](#))
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 / Tuition and Fees

Students who are an enrolled member of a state or federally recognized tribe, or who are a California resident are eligible for scholarship funds that will pay for all tuition and fees.

Non-residents who are also non-tribal members may be required to pay out-of-state tuition. They will have their cases addressed on an individual basis.

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)

CINC will consider students 9-12th grades only for concurrent enrollment as Special Admit Students. The College authorizes the admission of special admit students who can benefit from advanced scholastic work. Students have enrolled in specified courses from Noli Indian (High) School, San Jacinto High School and Sherman Indian High School, while our doors remain open for all qualified and college-ready high school students. Contact 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 Registrar 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 their 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 Registrar.



STUDENT SERVICES & PROGRAMS

CINC prides itself on providing culturally-responsive and individualized student services and support. This includes services such as tutoring and GED exam support, 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 contact Registrar for more information about our support services. Also check the CINC and COD websites for more information and updates.



ACADEMIC STANDARDS & POLICIES

1.1 FEES

Tuition and fees are paid through scholarship funds for students enrolled in CINC courses who are enrolled members of a state or federally recognized tribe or a California resident.

As part of our incubation partnership with College of the Desert (COD), California Indian Nations College non-tribally enrolled, non-resident 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 and schedules.

1.2 ACADEMIC STANDARDS

1.2.1 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 to the Registrar by the appropriate deadlines (check deadline dates in the Schedule of Classes or online by viewing section detail information on Populi or 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, 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.

1.3 GRADES, POLICIES AND PROCEDURES

1.3.1 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.

1.3.2 Grades

Final grades are recorded on a student’s permanent record at California Indian Nations College, and during the incubation period (anticipated to continue through 2023) also on a student’s permanent record for College of the Desert at the end of each academic term. Grades may be accessed online through WebAdvisor and Populi two weeks after the end of the class.

1.3.3 Grading System and Grade Points

Instructors base assigned grades on class work and tests. California Indian Nations College follows 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:

The grades assigned are as follows:

Grade	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, <i>with accompanying documentation</i> , must be submitted electronically to the Registrar 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 with the Registrar 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.

1.3.3.1 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 024	3	B	3	9
CART 043	2	A	4	8
KINE 010	3	C	2	6
NR 001	3	B	3	9
NR 001L	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				

1.3.4 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.

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 Registrar's 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 Registrar 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).

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" 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.

"EW" – Excused Withdrawal: The "EW" symbol may be used (by appeal only) to denote withdrawal in accordance with Title 5 Section 55024.

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 or by meeting with Registrar.

A "W" grade is a part of a student's permanent record and cannot be removed there is an *extraordinary circumstance, or an allowable exclusion* as defined below:

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 or with the Registrar. 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" or "F" 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.

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 to the Registrar 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 Grade Change Policy and Grade Appeals

1.3.5 Grade Change Policy

1.3.5.1 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*.

1.3.5.2 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*.

1.3.6 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 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 Academic Program Development Coordinator.

LEVEL 2: If unresolved, the student submits a written request for a meeting with the Vice-president to resolve the grievance.

1.3.7 Academic Honors

1.3.7.1 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.

1.3.7.2 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."

1.3.7.3 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. 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

1.3.8 Probation, Disqualification, Recuperation, Renewal & Reinstatement

Probation, disqualification, renewal and reinstatement policies and procedures are designed to assist students in making progress toward realistic academic, career, and personal goals.

1.3.8.1 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.

Academic Recuperation is the specific process and support the college provides for a student who is not making Satisfactory Academic Progress as indicated by the above probationary status. A student agreement is required in order for reinstatement to occur once a student is on probation. Completion of the agreements will allow a student to enroll the following semester as a regular non-probationary student.

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

1.3.9 Repeating Courses

1.3.9.1 Substandard Grades

A student who earns a grade of "D", "F", "FW", "NP", "NC", or "W" for a course may repeat the course to alleviate the substandard grade. Replacement of substandard grades only occurs after new grades have been posted.

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 the Registrar if the student would like prior coursework to be utilized for course placements.
4. Submitting official transcripts to the Registrar if the student is requesting official course credit for prior coursework.
5. All official transcripts submitted to the Registrar become the property of California Indian Nations College and COD.
6. Stating an educational goal at the time of registration and a specific informed educational goal after completion of 15 units.
7. Attending all classes and completing all course assignments.
8. 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. Alternatively, a student does not need to have a high school diploma, pass the GED, or have another equivalent high school exit exam in order to attend and register for classes. Limitations however exist to specific degree programs that a student may attempt to complete or transfer which require one of the above. Please consult the CINC Student Services for more information regarding major and transferring school program requirements.

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 CINC Student Handbook.

Student conduct standards are set, and violations of the standards are reported to and handled by the Student Conduct Committee, which consists of the Academic Programs Coordinator, Registrar and Student Success Coordinator.

Major areas of concern which disrupt and affect not only the student, but others as well include such violations as:

- Violence of any form.
- Use and abuse of alcohol or drugs on campus, in class or while as a representative of the college.
- Racist, derogatory, homophobic, sexist or other derisive or dehumanizing language or actions.
- Cheating, plagiarism and all other kinds of malpractice.

This is not an all-inclusive list, and all such suspicious or experienced activities should be reported to the Student Conduct Committee as soon as possible.

1.3 STUDENT DISCIPLINARY SANCTIONS

Consequences of violating the Student Code of Conduct may include one or more of the following actions:

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

Please refer to the CINC Student Handbook for specific policies and procedures concerning disciplinary actions.

1.4 STUDENT GRIEVANCE POLICY & PROCEDURES

Student Grievance Policy & Procedures are outlined at as follows:

1. Make an informal complaint to the faculty member or staff member in question.
2. Make a formal complaint to the Students Success Coordinator
3. Request a hearing.

If the specific grievance remains unresolved, students may file a Student Statement of Grievance with CINC.

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 diagnosis or perception of disability and impairment.

Student Rights

Students have the following rights:

- 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 they are the target of discriminatory treatment, the student can file a complaint. Please reach out to: CINC: (760) 834-0584 and COD: (760) 773-2529

Student Responsibilities

- To provide the Registrar 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 the Registrar 24 hours in advance for planned absences from classes where services are being provided (i.e., interpreters). Failure to notify the Registrar 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 to complete an application form, determine educational limitations and services needed, and complete an academic accommodation plan.

Contact CINC for Support

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. CINC staff and faculty support is available and the highest standard of confidentiality is maintained. Services and accommodations are determined by an interactive process with the Registrar regarding disability related limitations to accessing the educational environment. Interested students must meet with a DSPS counselor to apply for these services.

Also faculty and staff of the College of the Desert DSPS Office are available for consultation on any questions students may have related to accommodations for a disability. For more information, please call (760) 834-0584. If unresolved or more support is required, please call (760) 773-2534, [email DSPS](#) (dspinfo@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 California Indian Nations College.
- 1.3.2** The Associate Degree is not automatically awarded when a student completes required courses. Students must submit a Degree Application electronically to both CINC and COD 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 with CINC and with 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. Additional degrees and certificates are being developed.

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 the Registrar 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 ENG 001A 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 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 intending to transfer should complete the UC or CSU Mathematics requirements.

B. General Education (GE) Requirements

Arts, Humanities and Culture – 3 units

Natural Science – 3 units

Social Science – 3 units

Language and Rationality – 6 units

Personal Growth and Development – 3 units

An Ethnic Studies course selected from ETHN1, ETHN2, ETHN3, ETHN4 or ETHN 5 – 3 units

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

C. Major Requirements

California Indian Nations College offers an Associate of Arts degree in Liberal Arts. Students create a plan to graduation with the advice of the Registrar. Within the degree, students can choose to emphasize, Art & Humanities, Business & Technology or Social & Behavioral Sciences.

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.

1.6 TRANSFER POLICIES AND AGREEMENTS

2. 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.

Students with the ultimate goal of a career that requires study beyond that available at CINC may apply the first 60 college level units completed 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 Registrar 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 the CINC Registrar. 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.

LIST OF COURSES OF INSTRUCTION

All courses taken at CINC 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 non-degree credit courses. Associate degree credit courses may be used as required or elective courses in a degree or certificate program. Non-Degree credit courses are designed to assist the student in preparation for college level coursework. Units earned in non-degree 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 scholarships are generally available to cover the cost of 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 the 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* (Offered in partnership with Palomar College)		
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		
Mass Communication – MC		
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. Current courses offered are listed at the beginning of this catalog and on the CINC website.

AIS 166A: Elementary Cahuilla IA (3) (offered through Palomar College)

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.

Grading: Letter/Pass/No Pass Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4 COD GE: C4 CSU GE: D1 IGETC: 6

Course Student Learning Outcomes

1. Students will understand the relationships of the Cahuilla language to other Uto-Aztecan languages and to indigenous languages in other languages

AIS 166A - DISC1A Discussion Elementary Cahuilla 1A

Students will practice communicating effectively in the Cahuilla language in a variety of speaking situations.

Grading: Letter/Pass/No Pass Prerequisite: None

Transfer Status: None Degree Applicable: AA (CINC)

CINC GE: None COD GE: None CSU GE: None IGETC: None

AIS 166B Elementary Cahuilla IB (offered through Palomar College) Units: 3

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.

Grading: Letter/Pass/No Pass Prerequisite: AIS 166A

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4 COD GE: C4 CSU GE: D1 IGETC: 6

Course Student Learning Outcomes

1. Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.

AIS 167A Elementary Cahuilla IIA (offered through Palomar College) Units: 3

The first half of the second year of Elementary Cahuilla. Reviews the phonology, morphology, syntax and grammar of the Cahuilla language, with continued emphasis on culturally relevant terminology to increase proficiency in expressing basic concepts both orally as well as in writing.

Grading: Letter/Pass/No Pass Prerequisite: AIS 166B

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4 COD GE: C4 CSU GE: D1 IGETC: 6

Course Student Learning Outcomes

1. Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.

AIS 167B Elementary Cahuilla IIA (3) (offered through Palomar College)

The second half of the second year of Elementary Cahuilla. Reviews the phonology, morphology, syntax and grammar of the Cahuilla language, with continued emphasis on culturally relevant terminology to increase proficiency in expressing basic concepts both orally as well as in writing.

Grading: Letter/Pass/No Pass Prerequisite: AIS 167A

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4 COD GE: C4 CSU GE: D1 IGETC: 6

Course Student Learning Outcomes

1. Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.

ANTH 002 Cultural Anthropology Units: 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.

Grading: Letter Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2 COD GE: C2 CSU GE: D1 IGETC: 4A

Course Student Learning Outcomes

1. Describe, compare and contrast the nature and scope of learned human cultural behavior on a cross-cultural basis.
2. Identify and critically evaluate factors and processes associated with cultural change and the impact of globalization.
3. Identify and evaluate the role of ethnocentrism in cross-cultural comparisons.

ARTH 012B Arts of Africa, Oceania, & Indigenous North America Units: 3

Survey of visual culture within select regions in Africa, Oceania, and Indigenous North America.

Grading: Letter Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C3 COD GE: C3 CSU GE: C1 IGETC: 3A

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.

Grading: Letter Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C3 COD GE: C3 CSU GE: C2 IGETC: 6A

Course Student Learning Outcomes

1. Demonstrate engagement in ASL conversation, exchanging information on a variety of topics.
2. Identify the basic structures ASL employs to convey linguistic features.
3. Describe and discuss the beliefs, values, attitudes and history of the American Deaf culture.
4. Create ASL storytelling and narratives, utilizing Elementary/Level one, ASL skills.
5. Demonstrate an Elementary level of comprehension of the grammar structure of ASL and apply them in dialogues.

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.

Grading: Letter Prerequisite: ASL 001 or two years high school American Sign Language

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C3 COD GE: C3 CSU GE: C2 IGETC: 6A

Course Student Learning Outcomes

1. Create ASL narratives; converse on both personal topics and topics related to American Deaf Culture.
2. Utilize the basic structures ASL to convey linguistic features.

3. Demonstrate and discuss ASL grammar and vocabulary in communication exchanges based on ASL poetry, American Deaf Culture's beliefs, values and themes written by Deaf authors.
4. Illustrate fluency in ASL with peers, both Deaf and Hearing through everyday conversation.
5. Produce presentations, and videos that showcase knowledge of the heritage and Culture of the Deaf

BUFI 012 Money Management and Planning for the Future (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.

Grading: Letter/Pass/No Pass Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: None COD GE: None CSU GE: None IGETC: None

Course Student Learning Outcomes

1. Establish personal financial goals, including the preparation of a personal budget and savings plan.
2. Analyze and make decisions regarding personal banking, debt management, lease or buy decisions and insurance protections.

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.

Grading: Letter Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: None COD GE: None CSU GE: None IGETC: None

Course Student Learning Outcomes

1. Explain the function and responsibilities of personnel within key business departments of core hospitality sectors.
2. Explain the general functions of leadership and management in the hospitality industry.
3. Present trends which are shaping the future of the hospitality industry.

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.

Grading: Letter Prerequisite: None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: None

COD GE: None

CSU GE: None

IGETC: None

Course Student Learning Outcomes

1. Perform a market analysis using the strength, weakness, opportunity, threats (SWOT) framework.
2. Explain the impact, roles, skills, and responsibilities of managers in planning, influencing, organizing, and controlling organizational activities.
3. State and implement tools, techniques and strategies needed for effective management.

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.

Grading: Letter

Prerequisite: None

Advisory: RDG 061

Limitation on enrollment: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: None

COD GE: None

CSU GE: None

IGETC: None

Course Student Learning Outcomes

1. Demonstrate an understanding of the basic elements of the business environment.
2. Identify and analyze the various components of a business plan.
3. Discover various personal career strategies appropriate for personal abilities and selective economic conditions.

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.

Grading: Letter

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: None

COD GE: None

CSU GE: None

IGETC: None

Course Student Learning Outcomes

1. Apply the principles and concepts of marketing and consumer behavior to analyze, evaluate, and formulate marketing strategy.
2. Evaluate relevant data for making decisions and formulating policies in marketing situations
3. Collaborate with peers to interpret and address challenges common to marketing professionals.

BUMA 028 Introduction to Entrepreneurship Units: 3

This course is designed for those interested in starting a new venture, either as a business or non-profit. The curriculum is centered on three key aspects of entrepreneurship: 1) the individual, their traits, skills, and attributes that make entrepreneurs successful, 2) the business ideas, how to generate them, where to look for them, how to expand them AND how to ensure they are valid business ideas with potential to meet profit goals, 3) focusing strategy and plans for the business via an appropriate business plan format. Issues common to entrepreneurship in tribal communities will be addressed, including TERO, economic development funds and grants management.

Grading: Letter Prerequisite: None

Transfer Status: CSU Degree Applicable: AA/AS

COD GE: C5 CSU GE: None IGETC: None

BUMA 064 Human Resource Management Units: 3

Introduction to the human resource management concepts and applications including the impact HR management has on the organization in terms of human resource activities, global human resource strategies, social and organizational realities, legal implications affecting people at work, union/non-union practices, comparable work, employee compensation and benefits, and employee rights.

Grading: Letter Prerequisite: None

Transfer Status: CSU Degree Applicable: AA/AS

COD GE: None CSU GE: None IGETC: None

CAH 001 Cahuilla Cultural Workshop Level 1 Units: 1

This workshop will provide an introduction to the Cahuilla people, their territories, language, art and culture. CINC has invited local Cahuilla cultural bearers to host presentations for this exciting 6-week program. Students will hear, see, and learn about the Creation Story, Gourd Making, Yucca Bracelet Making, Songs, Dances, and language dialects of the Cahuilla.

Grading: Letter/Pass/No Pass Prerequisite: None

Transfer Status: None Degree Applicable: AA (CINC)

CINC GE: None COD GE: None CSU GE: None IGETC: None

CIS 010: Computer Literacy (4)

The study of computer concepts and basic proficiency in modern computer application software. Computer concepts focus on historical development of computers; hardware and software definitions and terminology; categories of system software and application software, overview of machine language and high-level programming languages; the systems development process; careers in data processing; principles of networking; overview of e-commerce; security; the legal, moral and ethical issues associated with computers. Students also develop basic skills in applications including word processing, spreadsheets, presentation software, and database query.

Grading: Letter Prerequisite: None

Advisory: CIS 005

Transfer Status: CSU/UC Degree Applicable: AA/AS

CINC GE: C5

COD GE: C5

CSU GE: None

IGETC: None

Course Student Learning Outcomes

1. Describe existing and emerging technologies and their impact on organizations and society.
2. Demonstrate an understanding of the development and use of information systems in business.
3. Solve common business problems using appropriate Information Technology applications and systems.

COLL 001: First Year Seminar (3)

Development of thinking strategies that can be used for lifelong problem solving in academic, social, and personal life. Introduces critical thinking, information literacy, college resources, motivating factors and study skills for student success. Special emphasis is placed on using materials related to the content area in which the course resides.

Grading: Letter

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C5

COD GE: C5

CSU GE: E

IGETC: None

Course Student Learning Outcomes

1. Analyze external and internal motivating factors of successful college students.
2. Develop an understanding of critical reading strategies in order to sustain the effort required for college-level work.
3. Select and apply appropriate study skills to college coursework.

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.

Grading: Letter

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: 4B

COD GE: 4B

CSU GE: A1

IGETC: 1C

Course Student Learning Outcomes

1. Analyze audience to select effective rhetorical strategies.
2. Demonstrate effective outlining in organization, thesis construction, and support with credible research.
3. Demonstrate effective nonverbal delivery.
4. Evaluate speeches by providing appropriate feedback.

COMM 017 Intercultural Communication Units: 3

This course focuses on the communication behaviors and values common to all cultures and on the differences that insulate and divide people of one culture from others. The study leads to a better understanding of domestic traditions, an increased appreciation of the behaviors of others, and an awareness of more effective methods of communication. Significant writing, research, and speaking assignments are an integral part of the course.

Grading: Letter **Prerequisite:** None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

COD GE: C4b CSU GE: A1, D7 IGETC: 1C

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.

Grading: Letter/Pass/No Pass **Prerequisite:** None

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2, C5 COD GE: C2, C5 CSU GE: E IGETC: None

Course Student Learning Outcomes

1. Identify their personality type and interests to determine a career path.
2. Differentiate between goals which have been predefined by others.
3. Adapt new study skills for academic/career/job search objectives.

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.

Grading: Letter **Prerequisite:** ENG 061 or ESL 071

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4a COD GE: C4a CSU GE: A2 IGETC: 1A

Course Student Learning Outcomes

1. Demonstrate process-driven writing that includes drafting, revising, and editing strategies.
2. Compose logical, well-developed essays that clearly articulate a thesis supported by textual evidence and that demonstrate an awareness of the audience.
3. Apply critical reading strategies to the analysis of college-level texts.
4. Evaluate sources in the service of an argument while accurately documenting sources in MLA and/or APA style.

ENG 024 Native American Literature Units: 3

A survey of Native American literature, from oral tradition through European contact, assimilation, and contemporary narrative.

Grading: Letter

Prerequisite: ENG 001A

Transfer Status: CSU/UC

Degree Applicable: AA/AS

COD GE: C3

CSU GE: C2

IGETC: 3B

ETHN 004 Introduction to Native American Studies Units: 3

This course is an introduction to the interdisciplinary field of Native American Studies. It is designed to acquaint students with the most significant social, political, religious, and artistic aspects of various Native American peoples of North America within a transnational context, focusing on the twentieth century to the present. Students will critically analyze topics including Native philosophy and religious traditions, settler colonialism, urbanization, intertribal relations, identity, gender and sexuality, art, literature, cultural production, environmental justice, and the context in which Native American peoples have sought to maintain their sovereignty.

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA/AS

COD GE: C2

CSU GE: F

IGETC: 4

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.

Grading: Letter

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C3

COD GE: C3

CSU GE: C1

IGETC: 3A

Course Student Learning Outcomes

1. Analyze the process of making a motion picture, including pre-production, production and post-production.
2. Evaluate the emotional, cultural, and moral impacts a motion picture has on a viewing audience.
3. Identify and describe the technical elements of a motion picture.

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.

Grading: Letter

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C1

COD GE: C1

CSU GE: B1

IGETC: 5A

GEOG 001L Physical Geography Lab Units: 1

Laboratory exercises and experiments designed to explore and understand the primary areas of physical geography. Exercises and applications related to map scales and projections, stereoscopic, topographic and aerial photo interpretation, meteorological tools and models and weather prognostication, geomorphologic models and processes, and landform interpretation. (C-ID GEOG 111)

Grading: Letter **Prerequisite:** GEOG 001 or concurrent enrollment
Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)
COD GE: C1 CSU GE: B3 IGETC: 5C

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.

Grading: Letter Prerequisite: None

Advisory: ENG 001A

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2, C3 COD GE: C2, C3 CSU GE: C2, G6 IGETC: 3B, 4F

Course Student Learning Outcomes

1. Analyze the impact of European contact on the environment and indigenous peoples of the Americas.
2. Apply knowledge of the American colonial identity to explore reasons for the Revolutionary War and its outcomes, including the establishment of American government institutions.
3. Evaluate the causes of the American Civil War.

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.

Grading: Letter Prerequisite: None

Advisory: ENG 001A

Transfer Status: CSU/UC Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2, C3 COD GE: C2, C3 CSU GE: C2, D6 IGETC: 3B, 4F

Course Student Learning Outcomes

1. Explain and identify the importance of eras of U.S. history in the second half of the nineteenth century.
2. Analyze the factors that led to U.S. involvement in World War One and World War Two.
3. Evaluate political and cultural changes the U.S. experiences after World War Two.

HIST 021 California History (3)

California history covers the political, social, and economic development of California from late Pre-Columbian American Indian communities and Spanish settlements to the present, against the background of Latin America, the United States and the Pacific

Grading: Letter

Prerequisite: None

Advisory: ENG 001A

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2, C3

COD GE: C2, C3

CSU GE: C2, D6

IGETC: 3B, 4F

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.

Grading: Letter

Prerequisite: None

Advisory: ENG 061

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2, C5

COD GE: C2, C5

CSU GE: E

IGETC: None

Course Student Learning Outcomes

1. Critically evaluate, research, and analyze sources of health information that promote a healthy lifestyle for individuals and societies.
2. Demonstrate the ability to recognize and practice healthy behaviors, including the six dimensions of wellness.
3. Evaluate the interrelationship between human beings and their environment.

MATH 010 College Algebra (4)

This is a function-oriented course that includes an examination of the general concept of a function and function notation, as well as an in depth investigation of polynomial, rational, exponential, and logarithmic functions, particularly their equations, graphs, and behavior. Other topics include the binomial theorem, conic sections, and matrices as they apply to systems of linear equations.

Grading: Letter

Prerequisite: MATH 040 or MATH 049

Advisory: ENG 061

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4b

COD GE: C4b

CSU GE: B4

IGETC: 2A

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.

Grading: Letter

Prerequisite: None

Advisory: ENG 061

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2

COD GE: C2

CSU GE: D7

IGETC: 4G

Course Student Learning Outcomes

1. Identify and analyze each of the mass media.
2. Recognize and distinguish the effects of mass media on culture and culture on mass media.

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.

Grading: Letter

Prerequisite: None

Advisory: ENG 061 and concurrent enrollment in NR 001L.

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C1

COD GE: C1

CSU GE: B2

IGETC: 5B

Course Student Learning Outcomes

1. Examine environmental issues from an ecological perspective.
2. Demonstrate an understanding of the environmental problems and assess the impact and role of human beings 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.

Grading: Letter

Prerequisite: None

Advisory: NR 001 or concurrent enrollment

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C1

COD GE: C1

CSU GE: B3

IGETC: 5C

Course Student Learning Outcomes

1. Respond to a variety of conservation-related subject areas such as wind and solar power, biomass energy, endangered species and botanical surveying.
2. Examine potential career opportunities in the conservation field

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.

Grading: Letter

Prerequisite: None

Advisory: ENG 001A

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2

COD GE: C2

CSU GE: D8

IGETC: 4H

Course Student Learning Outcomes

1. Collect and analyze data in order to develop a thesis that addresses a key political science puzzle.
2. Evaluate the tension between the states and federal governments on a contemporary federalism issue.
3. Analyze the key ideological differences that separate the two major American parties.

PSY 001 Introduction to Psychology (3)

This course is an introduction to psychology and defines the principles and theories governing the scientific study of affect, behavior and cognition. This course offers a foundation and preparation for additional study in psychology and social sciences, for understanding self and others, and principles of psychology to apply to daily life.

Grading: Letter

Prerequisite: None

Advisory: ENG 061

Limitation on enrollment: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2

COD GE: C2

CSU GE: D0

IGETC: 4J

Course Student Learning Outcomes

1. Recognize/identify the major theories, concepts and perspectives in the field of psychology. (knowledge base of psychology)
2. Distinguish between general research strategies and identify advantages and disadvantages of each. (research methods)
3. Apply psychological theories, concepts and values to demonstrate awareness of self and others. (knowledge, application, values, personal development, critical thinking)

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.

Grading: Letter

Prerequisite: None

Advisory: ENG 061

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2

COD GE: C2

CSU GE: D0

IGETC: 4J

Course Student Learning Outcomes

1. Assess core concepts of behavioral and social sciences and apply appropriate theories or methods.
2. Identify how culture, socialization, and identity impact individual and group experience in society.
3. Analyze how various social locations such as class, race, gender, age, disability and sexual orientation impact life chances, experiences, and opportunities.

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.

Grading: Letter

Prerequisite: MATH 040 & ENG 061

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4b

COD GE: C4b

CSU GE: B4

IGETC: 2A

Course Student Learning Outcomes

1. Distinguish among the different levels of measurement and their implications and comprehend basic statistical terminology and terminology and demonstrate computing, including the use of statistical software, excel, and networking capabilities, in particular the World Wide Web, and use this information to calculate descriptive and inferential statistics commonly used in Social statistics.
2. Identify the standard methods of obtaining data and identify advantages and disadvantages of each and distinguish the difference between sample and population distribution and analyze the role played by the Central Limit Theorem, and employ sample data to estimate population mean and proportions and measure the reliability of these estimates.
3. Use appropriate statistical techniques including hypothesis testing for samples from one and two populations, determine and interpret levels of statistical significance including p-values, and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

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.

Grading: Letter

Prerequisite: ENG 001A & MATH 054

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C4b

COD GE: C4b

CSU GE: A3

IGETC: 1B

Course Student Learning Outcomes

1. Interpret, analyze, and evaluate evidence and arguments in order to distinguish information from supposition and effectively challenge knowledge claims.
2. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.
3. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

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.

Grading: Letter

Prerequisite: None

Transfer Status: CSU/UC

Degree Applicable: AA (CINC); AA/AS (COD)

CINC GE: C2

COD GE: C2

CSU GE: D0, D3

IGETC: 4C, 4J

Course Student Learning Outcomes

1. Use sociological theories and concepts to understand and analyze racial/ethnic relations in the United States.

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.

Grading: Pass/No Pass

Prerequisite: None

Transfer Status: None

Degree Applicable: NONE

CINC GE: None

COD GE: None

CSU GE: None

IGETC: None

Course Student Learning Outcomes

1. Demonstrate readiness for the GED examination.

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.

CINC ADMINISTRATIVE STAFF & FACULTY

ADMINISTRATIVE STAFF

Randolph Avila, Jr., Recruitment and Outreach Specialist

Marli Bacca, Administrative Assistant to the Vice President/COO

Joanna Blackstone, Financial & Administrative Assistant

AnnMaria De Mars, M.B.A., Ph.D., Academic Programs Development Coordinator & Professor of Business

Roger Griffith, M.A., M.S., Ph.D. candidate, Director of Enrollment Services and Registrar & Professor of Political Science

Courtney Hampton, M.B.A., Director of Adult Education

Shawn Ragan, M.A., Ph.D. candidate, Vice President/COO & Professor of History

Ryan Mariano, Administrative Operations Manager

Faith Morreo, Recruitment and Outreach Specialist & Instructor Cahuilla Language & Culture

Ronald A. Stewart, Ph.D., Professional Consultant

Celeste R. Townsend, M.B.A., President & CEO

Adolfo Velazquez, M.P.A., Director of Development

Vince Whipple, Ed.D., Student Success Coordinator & Professor of Native American Studies

3. FACULTY

Toni Bakal, M.F.A, Communications, Film & Mass Communication

Jermaine Cathcart, Ph.D., Sociology

Veronica Daut, Ed.D., Counseling & Sociology

AnnMaria De Mars, M.B.A., Ph.D., Business

Robyn Delfino, M.B.A., Business & Finance

Danielle Delgado , American Sign Language

Daniel Diaz Reyes, Ph.D., J.D., Anthropology

Joshua T. Frank Cárdenas, Ph.D., Ethnic Studies & History

Roger Griffin, M.A., M.S., Political Science

Pamela James, M.A., Counseling

Charles Land, M.S., Natural Resources

Kevin Lyons, M.A., Film

Renda Madrigal, M.S.W., Psychology

Ruth Nolan, M.A., English

Carol Park, M.F.A., Ph.D. candidate, English

Phil Parker , Natural Resources

Shawn Ragan, M. A., History

Takahito Tanaka, M.A., Sociology

Leslie Trujillo, M.A., Kinesiology


Aaron Thomas, M.B.A., Business

Galene Townsend, M.S., Computer Information Science

Vince Whipple, Ed.D., Native American Studies

CAMPUS MAPS, LOCATIONS, AND DIRECTIONS

Administrative Offices Location

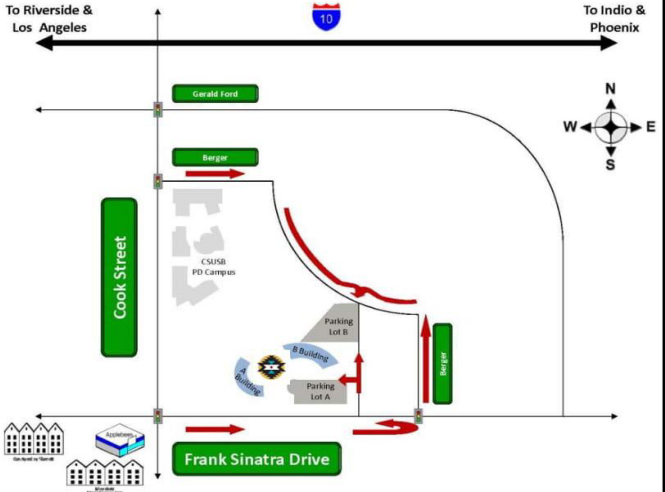


**CALIFORNIA INDIAN
NATIONS COLLEGE**
EDUCATING • STRENGTHENING • EMPOWERING


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)!

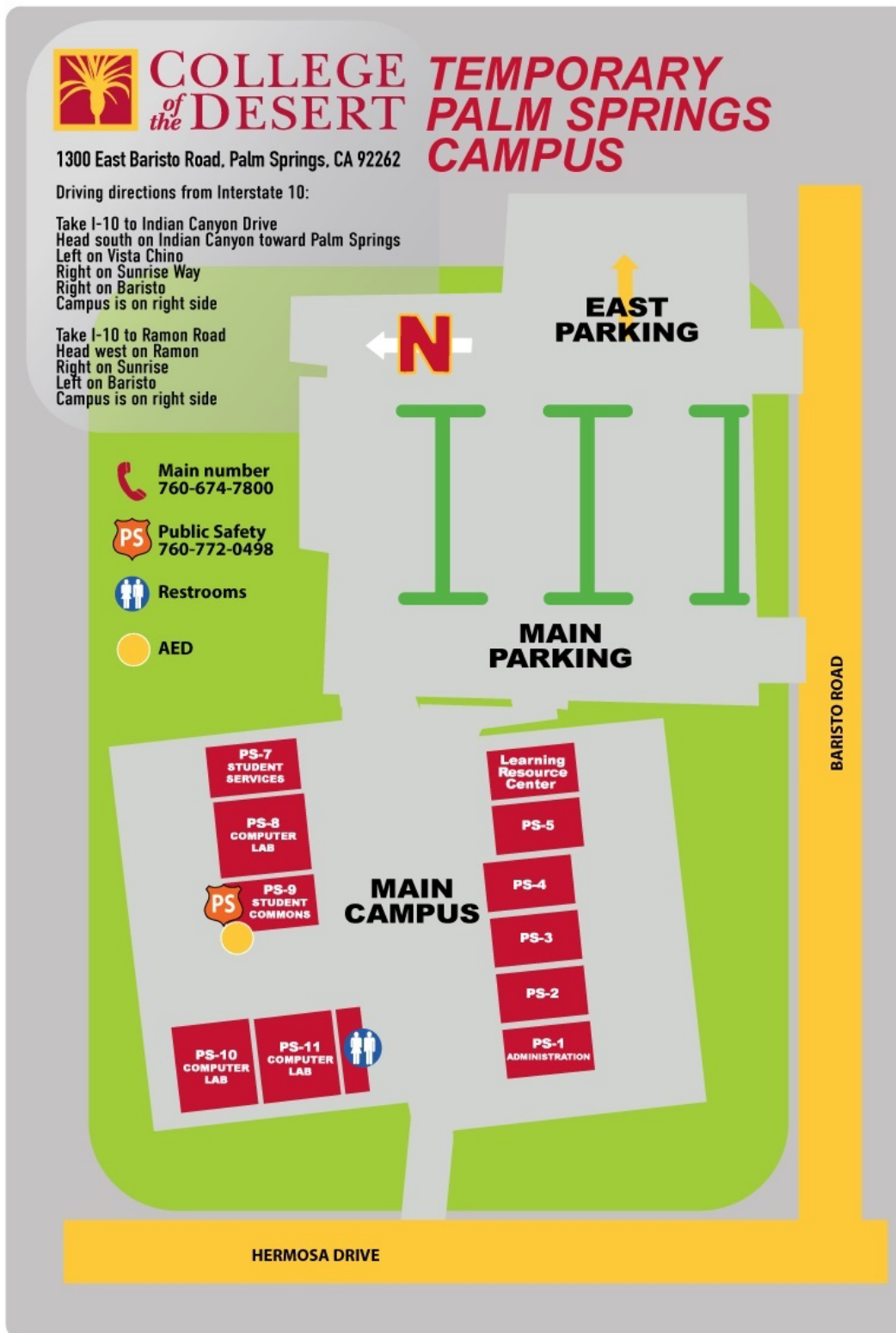


Campus Map:



CLASSROOMS LOCATION

California Indian Nations College shares classroom space with the College the Desert Palm Springs Campus, located at 1300 East Baristo Road, Palm Springs, CA 92262. Check Populi for your classroom location for each course.



ACKNOWLEDGEMENTS

California Indian Nations College Catalog
is published annually

Editor: **AnnMaria De Mars, Ph.D.**

Photographs: **Administrative Division**

Special thanks to:

Theresa Mike
Founder and Visionary

Twenty-Nine Palms Band of Mission Indians
Chartering Tribe

College of the Desert

Strategic Partner and Accreditation Sponsor

UCR Palm Desert

Strategic Partner

*California Indian Nations College was created with you in mind. We do, however, need your help.
This is your chance to create change. The shape of our future and future leaders starts now.
I hope you will start this journey with us for yourself and the future.*

- Theresa Mike (Lummi), Visionary & Founder of CINC





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