

ADDENDUM TO AMERICAN INDIAN COLLEGE CATALOG 2014-2016

Revised: 10/08/2015

The following italicized changes apply to the *American Indian College Catalog 2014-2016* and should be noted. These changes replace or supplement the previously published information in the catalog. All other catalog information that is not changed remains the same.

THE FOLLOWING ADDITIONAL TEXT SHOULD BE NOTED AND OCCURS AFTER “PART TIME EMPLOYMENT” ON P. 34 IN THE SECTION ENTITLED SCHOLARSHIPS AND GRANTS BEGINNING ON P. 33:

Students will only be awarded qualifying institutional scholarships after all other financial aid awards have been applied, excluding student loans. If the student still has an outstanding balance after Pell Grant, FSEOG, Tribal Scholarships, other miscellaneous scholarships, the student must make timely payments or participate in work study on campus. At the end of each semester, once the student has met all other requirements, and made effort to pay remaining balance through payments or work study, the student will be awarded the qualifying scholarship(s) up to the remaining balance owed.

Students must fulfill all Satisfactory Progress requirements to be initially eligible and to maintain eligibility for institutional grants and scholarships.

THE FOLLOWING REPLACES THE WRITTEN POLICY FOUND ON P. 62 UNDER “STUDENT CLASS ATTENDANCE”:

Students are expected to attend all classes and required labs and to be on time. The concept of excused vs. unexcused absences is irrelevant since all absences are regarded as absences. Also, a tardy in excess of 10 minutes will be recorded as an absence. Four tardies will be considered as one absence.

An absence does not excuse a student from classwork or assignments that are missed. It is always the student’s responsibility to make arrangements for any make up work that they are missing. Students should only miss class when there are extenuating circumstances such as illness or a personal emergency. Each instructor will determine the effect of absences on the final grade for their specific course with the understanding that all students missing the maximum institutional allowed absences for the course will automatically fail the course and be given a “WF.”

The following chart shows the maximum allowed absences per course based on the meeting times.

Attendance Alert:

Number of times class meets	First Alert Given	Maximum Allowable Absences
3-times per week	3 absences	6
2-times per week	2 absences	4
1-time per week	1 absence	2

Students will be alerted to their absences by the Registrar with a form titled, **Academic & Attendance Alert**. This form will be delivered via mail and email. The Instructor of the course and Vice President of Academic Affairs will be copied on all notifications.

If students exceed the allowable absences for their course they will be dropped from the course. An **Enforced Withdrawal from Course Form** will be filled out and delivered to the student via email and/or mail. Copies of this form will go to Student, Course Instructor, Chair of Department for Course, Student’s Academic Advisor, and Vice-President for Academic Affairs.

Once this form has been sent to student, the student will have the opportunity to appeal the decision.

If a student wishes to appeal this decision he/she must follow the appeals process below:

Appeals Process: If a student wishes to appeal the enforced withdrawal from a course, he/she must do so within **seven days** of the date they have been notified. Appeal must be made to the departmental chairperson for that course in writing. Further appeal may be made to the Vice President for Academic Affairs also in writing.

THE FOLLOWING INFORMATION REPLACES THE INFORMATION FOUND ON P. 32 OF THE CATALOG UNDER THE SECTION "WHAT IS FINANCIAL AID PROBATION?" AND IS IN EFFECT IMMEDIATELY.

Satisfactory Academic Progress

Satisfactory Academic Progress is evaluated at the end of every semester for all registered students and at the completion of every payment period. All students are required to maintain satisfactory academic progress toward the completion of their degree to maintain their eligibility for all institutional, state, and federal financial aid awards.

Satisfactory academic progress includes two equal components that are referred to as qualitative and quantitative measurements. The qualitative measurement applies to all students and is consistent with the Academic Probation and Suspension Policies.

Qualitative:

Hours Attempted	GPA Required
0-30	1.7
31-62	1.8
63+	2.0

Quantitative:

Students receiving financial aid must demonstrate progress toward degree completion. Federal regulations require students to complete their Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. To determine the quantitative satisfactory academic progress component, the number of required credits to earn a degree is multiplied by 150%. (For example, if 120 credit hours were needed to earn a degree, multiply 120 by 150%, which would equal 180 credit hours.) The sum of the number of required credits multiplied by 150% will be the maximum number of attempted credit hours for which a student can receive aid.

At the end of each semester, students must have completed one of the following of the cumulative credit hours attempted:

AA Degree	Percent	BA Degree	Percent
1-29 credits	75%	1-32 credits	70%
30-60 credits	78%	33-64 credits	76%
61-91 credits	80%	65-96 credits	78%
92-103 credits	85%	97-128 credits	79%
		129-160 credits	80%
		161-193 credits	81%

***Note: Failed grades (F) will be counted as attempted credits but will not be counted as earned credits. Incomplete courses and withdrawals do not count as earned credits but are counted as attempted credits. Credits earned for repeated coursework, in addition to the original credits, will be counted as both attempted and earned credits.*

Students who fail to maintain these minimum requirements will be placed on warning during the following semester. At the end of the warning period, students on warning are evaluated to determine they now meet the quantitative and qualitative SAP standards. If so, they will be returned to good standing. If those students fail to meet the minimum SAP standards at the end of their warning status, they will be placed on Suspension and will not be eligible to receive any federal financial aid during their Financial Aid Suspension period.

Transfer and readmitted students must follow the above referenced Satisfactory Academic Progress Policy. Accepted prior credits and transfer credits will be calculated as part of the measured maximum time frame component. (For example, if 120 credits hours were needed to earn a degree, 40 credits have transferred in that apply to the degree, multiply 80 [120-40] by 150%, which would equal 120 credit hours).

Once students have completed the requirements for the program of study/degree, they will not be eligible to receive additional financial aid.

Notification to Students

Once a student has been determined to be on Warning or Suspension, the student will be notified by mail. This status is added to the student record and will be used in determining continued eligibility for financial aid.

THE FOLLOWING REPLACES THE TEXT ON P. 51 IN THE SECTION ENTITLED BACHELOR OF ARTS IN CHRISTIAN MINISTRY:

Church History: 3 credits

CHS 313 Church History (3) OR

CHS 333 Pentecostal History

HIS 323

THE FOLLOWING REPLACES THE TEXT ON P. 53 IN THE SECTION ENTITLED PROGRAM DESCRIPTION:

The Education program of study emphasizes both Christian and professional maturation as well as excellence in teaching and learning in educational institutions and systems. Although the AIC Education Department offers only one degree – the Bachelor of Arts in Elementary Education – it offers this degree with two separate foci for the professional coursework. The program of study, including either foci, is designed to academically prepare program graduates to pursue Arizona teacher certification after their Bachelor's degree is complete and they have fulfilled all other state requirements. For further information regarding specific requirements for teacher certification in Arizona speak with the AIC department chairperson or consult the [Arizona Department of Education website](#). For information regarding teacher certification requirements for other states consult that state's education office or government website.

THE FOLLOWING REPLACES THE TEXT ON P. 68 IN THE SECTION ENTITLED **COURSE DESCRIPTIONS:**

LEARNING RESOURCE DEPARTMENT

RDG 023	<p>Reading Fundamentals Designed to aid student in improving reading skills. Emphasis is placed on vocabulary and reading comprehension. Prepares the student to pass the college entrance requirements for reading.</p>
RDG 053	<p>Critical Reading for College This class is a continuation of RDG 023. It is designed to aid the student in developing their reading comprehension skills.</p>
ENG 033	<p>Developmental Writing This course is designed to help the student improve their basic composition skills. Punctuation, spelling, sentence structure, word usage and the writing process are emphasized.</p> <p>ENG 043 Fundamentals of Writing This course is designed to prepare the student for college-level composition with a focus on organizational skills and writing essays.</p>
MAT 053	<p>Fundamentals of Math This course is designed to aid the student's basic mathematic skills. Fractions, decimals and percentages are emphasized.</p>
MAT 023	<p>Pre-Algebra This course is a continuation of MAT 053. It is designed to aid the student's basic mathematic skills. Fractions, decimals and percentages are emphasized.</p>

THE FOLLOWING TEXT SHOULD BE PLACED ON P. 73 IN THE SECTION ENTITLED **EARLY CHILDHOOD EDUCATION:**

ECE/EDU 233 **Child Adolescent Development: Health, Safety, Nutrition, and Fitness- Birth- 8th Grade**

PREREQUISITE: None
CREDITS: 3

This course will examine the growth and development of infants, children and youth, their behavior and their physical, mental and social development from birth to adolescence. The course explores early childhood growth and development—including health, safety, nutrition and fitness---by examining the theories and domains associated with early childhood growth. It will also focus on problems and achievements experienced from 0 to 13 years of age and the impact of family, school, mass media, church, work, and contemporary society from a social science perspective.

THE FOLLOWING REPLACES THE TEXT ON P. 79 IN THE SECTION ENTITLED **HISTORY:**

HIS 223	<p>History of the American Indian A survey of the history of the Native American from the beginning of mankind to the present. Included is a unit on contemporary political, economic, and educational conditions among Native Americans.</p>	<p>PREREQUISITE: None CREDITS: 3</p>
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