RIO SALADO COLLEGE

A MARICOPA COMMUNITY COLLEGE

Academic Catalog Archive Disclaimer

This document is an archival record of academic programs offered during a past academic year. It is a printable option of the online catalog for accreditation organizations, agencies, and college offices for data collection, evaluation purposes, and referencing. The information and links presented in this archive may no longer be accurate. For the most current catalog information, refer to the active online version of the academic catalog.

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COLLEGE CATALOG

2015 - 2016

Rio Salado College

President's Message

Community colleges across the nation provide a gateway for millions of Americans to earn a degree, get a job, receive workforce training and improve their lives. For thousands of students, Rio Salado College is an opportunity for a brighter future. As a recognized national leader in online learning, Rio Salado College is up to the challenge of preparing today's students for the jobs of tomorrow.

We offer hundreds of online classes that allow students to take classes at their convenience. We offer affordable tuition so that our students can realize their educational goals, while maintaining our commitment to academic excellence and student success. Our faculty are experts in their fields. Our wide range of student services ensure that students have the tools they need to succeed, and our commitment to relentless improvement is never ending.

Rio is always working to identify new student populations, create programs that reach beyond our current customers, partner with higher education institutions, and design strategies and initiatives that increase student success. Let Rio Salado serve as the gateway to your college education. Start your journey with us today!

Sincerely,

Chris Bustamante, Ed.D.
President, Rio Salado College



Rio's Culture

Learning, Innovating & Partnering

Established in 1978, Rio Salado College is dedicated to providing innovative educational opportunities to meet the needs of today's students. Rio Salado offers affordable access to higher education through college bridge pathways, community-based learning, corporate and government partnerships, early college initiatives, online learning, and university transfer.

Vision

We reinvent the learning experience to change lives.

Mission

We transform learning through:

» Active community engagement and organizational responsiveness
» Customized, high-quality courses and programs
» Data analytics and institutional accountability
» Flexibility, affordability and innovation
» Personalized service and a commitment to student success

Values

As an institution of higher learning, we value:

» Customer focus
» Diversity
» Inclusiveness
» Innovation
» Professionalism
» Relentless improvement
» Sustainability
» Teamwork

Rio Salado College

Administration

Chris Bustamante, Ed.D.
President

David O'Shea, M.Ed.
Vice President, Strategic Initiatives and Information Services

James Paluzzi, Ph.D.
Vice President, Division of Public Service

Dana Reid, M.Ed.
Acting Vice President, Academic Affairs

Todd Simmons, M.Ed., C.P.A.
Vice President, Business and Employee Services

LeRodrick Terry, Ph.D.
Vice President, Student Affairs

Kevin Bilder, M.Ed.
Dean, Enrollment Management and Student Affairs

Rachelle Clarke, M.Ed.
Dean, Enrollment Services and Student Affairs

Jo Jorgenson, Ph.D.
Dean, Instruction and Community Development

Rick Kemp, M.Ed.
Dean, Instruction and Partnerships

Sharon Koberna, Ph.D.
Dean, Administrative and Employee Services

Shannon McCarty, Ph.D.
Dean, Instruction and Academic Affairs

Michael Medlock, M.Ed.
Interim Dean, Instructional Technology and Support

Anthony Di'Scala, MBA.
Interim Associate Dean, Finance and Business

Lanna Dueck, M.Ed.
Associate Dean, Institutional Integrity

Earnestine Harrison, M.Ed.
Associate Dean, Instruction and Support

Barbara Khalsa, M.Ed.
Associate Dean, Community Development

Blair Liddicoat, M.Ed.
Associate Dean, Community Development

Dustin Maroney, M.S.
Associate Dean, Institutional Research

Ruby Miller, B.A.
Associate Dean, Judicial Affairs

Michael Pattarozzi, M.Ed.
Associate Dean, Community Development

Emeritus Distinction Administration

Carl Matthusen, M.A.
General Manager Emeritus, KJZZ/KBAQ/Sun Sounds

Karen Mills, Ed.D.
Vice President Emeritus

Carol Scarafiotti, M.A.
Vice President Emeritus

Linda Thor, Ed.D.
President Emeritus

James Van Dyke, Ph.D.
Vice President Emeritus

Faculty Members

Accreditations

Rio Salado College

The Higher Learning Commission
North Central Association
230 N. LaSalle St.
Suite 7-500
Chicago, IL 60604-1411
1-800-621-7440
www.ncahlc.org

Dental Hygiene and Clinical Dental Assisting

American Dental Association
Commission of Dental Accreditation
211 E. Chicago Ave.
Chicago, IL 60611-2678
www.ada.org/100.aspx

Dual Enrollment

National Alliance of Concurrent Enrollment Partnerships (NACEP)
P. O. Box 578
Chapel Hill, NC 27514
www.nacep.org

State Board Approved

Teacher Education Programs

Arizona Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007
602-542-5393 /
1-800-352-4558
www.azed.gov/

Faculty Members

Diana L. Abel, B.A., Ottawa University; M.Ed., Pacific Oaks College; Ed.D., Argosy University.

Melanie Abts, B.S., University of Arizona; M.Ed., Northern Arizona University; Ed.D., Arizona State University.

Janine Adkins, B.S., The American University; M.A., Brown University; Ph.D., Case Western Reserve University.

Angela Ambrosia, B.A., University of Louisville; M.S., Long Island University; M.B.A., University of Phoenix; M.S., Nova University; Ph.D., Kennedy Western University.

Kirk Bowden, B.A., Brigham Young University; M.A., Ottawa University; Ph.D., Northcentral University.

Pat Case, A.A., Scottsdale Community College; B.S., M.C., Arizona State University; Ph.D., Walden University.

Richard Cuprak, B.S., Northern Arizona University; M.S., Arizona State University.

Hazel M. Davis, B.A., Higher Diploma in Librarianship, University of Witwatersrand, Johannesburg, South Africa; M.L.S., University of Arizona.

Karen Docherty, B.A., University of Minnesota, Twin Cities; M.A., University of Wisconsin-Madison.

Angela Felix, B.A., Arizona State University; M.A., Arizona State University; Ph.D., Capella University.

Jennifer Gresko, B.S., Grand Canyon University; M.Ed., Arizona State University; Ed.D., Arizona State University.

Holly S. Harper, A.S., Temple University; B.S., University of St. Francis; M.Ed., Northern Arizona University.

John Jensen, B.A., Fordham University; M.A., Arizona State University.

Rosslyn Knight, B.S., Vanderbilt University; M.Ed., Harvard Graduate School of Education

Shawn Korman, B.A., Arizona State University; M.Ed. Tech., Northern Arizona University

Angela Kwan, B.A., Grand Canyon University; M.A., University of Phoenix.

Faculty Members

Corey Pruitt, B.A., Colorado Christian University; M.S., Capella University.

Robert C. Semmler II, A.A., Northern Essex Community College; B.S., M.Ed., Boston State College; M.S., University of New Mexico.

Jennifer Shantz, A.G.S., Rio Salado College; A.A., Glendale Community College; B.A., Arizona State University; M.Ed., Northern Arizona University; Ed.D., Northern Arizona University.

Kerrie Specker, A.A., Rio Salado College; B.A., Governors State University; M.A., Webster University.

Wanda Tucker, B.A., St. Leo University; M.A., Virginia Union University; M.A., Arizona State University; Ed.D., Northern Arizona University.

Janelle Underhill, B.A., Arizona State University; M.A., University of Arizona.

Richard Vaughn, B.S., University of San Francisco; M.A., Ph.D., University of California, Davis.

Otis J. White, B.A.S., University of Richmond; M.B.A., Western International University.

Emeritus Distinction Faculty

Julie A. Bertch, Ph.D.
Beatriz Cohen, M.C.
Laura Helminski, M.S.
Janet Johnson, Ph.D.
Thomas Lombardo, Ph.D.
Willie Minor, Ed.D.
Jean Tease, Ed.D.
Barry Wukasch, Ph.D.

Rio Salado College Assessment Philosophy

Rio Salado College focuses on assessment-directed improvement by gathering evidence of student learning to evaluate the teaching and learning process. We believe that

1) learning is the primary purpose of assessment;

2) assessment should lead to improvement and not be an end unto itself; and

3) that faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work.

Therefore, the college expects every individual to participate fully in this effort.

How to Use This Catalog

Rio Salado College Catalog

The Rio Salado College Catalog is published once a year. Please be aware that some courses and programs may be modified throughout the year. Students should always consult with an academic advisor to ensure that the most current information is available when making academic decisions.

www.riosalado.edu

How to Use This Catalog

The Rio Salado College Catalog is published online annually. The information contained in this catalog is subject to change. It is the student's responsibility to be knowledgeable of its contents. The **2015-2016** Rio Salado College Catalog includes program requirements for new students enrolling in **the Summer 2015 semester, the Fall 2015 semester and the Spring 2016 semester.** If you are a new student, or a student who has been readmitted after three or more semesters of inactivity, you may fall under the new catalog year requirement outlined on page **270**. Contact Rio Salado's Student Affairs and Advancement at **480-517-8540** with any questions.

How to access information in this catalog:

This catalog contains everything you need to know about Rio Salado College and our degree options, course descriptions, and numerous college resources available to you.

There are several ways to access information in this catalog:

- **Table of Contents** on pages **6-8**
- Alphabetical **index** on page **550**
- **Certificate and degree programs** on pages **9-11**
- **Tuition and Fees** information on pages **314-317**

Use this catalog to find out about **certificate and degree requirements**. This information is located on pages **49-280**. **Course numbers and descriptions** (on pages **407-548**) are necessary to ensure proper course selection to satisfy degree requirements. To map out your educational goal with Rio Salado, please contact an **academic advisor** at **480-517-8580** or visit: **www.riosalado.edu**

You will also find information on **Tuition and Fees** (pages **314-317**), **Policies and Procedures** (pages **281-406**), **Academic Advisement** (page **31**), **Career/Counseling Services** (page **33**), **How to Register** (page **40**), **Bookstore** (page **32**), and **Tutoring** (page **44**). Other areas include Rio Salado's **Library Services** (page **38**), **Study Skills** (pages **28-30**), and **Writing Tips** (page **28**).

For Rio Salado College's online catalog, please visit:
www.riosalado.edu\catalog

Who to Contact…

Concerns	Phone #	Who to Contact
Academic Advisement	480-517-8580	Academic Advisement
Academic Appeal	480-517-8380	Instructional Helpdesk
Accident at Site	480-377-4555	Security
Books	480-517-8710 or 1-800-584-8775	Bookstore
Career Services	480-517-8481	Career/Counseling Services
Catalog	480-517-8580	Admissions/Records and Registration
Class Schedule	480-517-8540	Records and Registration
College Bridge Pathways	480-517-8110	ABE/HSE/ESOL
Complaints & Grievances (staff)	480-517-8749	Associate Dean, Student Affairs
Complaints & Grievances (Grades/class/instructors)	480-517-8380	Instructional Helpdesk or Department Chair or Vice President, Academic Affairs
Computer Assistance	480-517-8600	Technology Helpdesk
Computer Labs	480-517-8450	Computer Lab Helpdesk
Concurrent Credit	480-517-8540	Records and Registration
Course Supplemental Materials	480-517-8243	Course Support
Course Substitutions	480-517-8580	Academic Advisement
Credit by Exam	480-517-8560	Testing and Assessment Center
Counseling	480-517-8785	Counseling Services
Degree Planning	480-517-8580	Academic Advisement
Disability Resources and Services	480-517-8562	Disability Services and Resources
Drop/Add Classes	480-517-8540	Records and Registration
Dual Enrollment	480-517-8105	Academic Programs
Financial Aid	480-517-8310	Financial Aid Office
Grade Change	480-517-8540	Records and Registration
Graduation	480-517-8540	Records and Registration
Incomplete Grade	480-517-8380	Instructional Helpdesk
Insurance: Student Health	480-517-8175	Human Resources Office
International Education	480-517-8416	International Education Office
Job Hunting Skills	480-517-8481	Career/Counseling Services
Library	480-517-8424	Library
Lost and Found	480-377-4555	Security
Name Change	480-517-8540	Records and Registration
Parking Tickets	480-377-4555	Security
Prior Learning Assessment	480-517-8580	Academic Advisement
Personal Problems	480-517-8785	Career/Counseling Services
Records	480-517-8480	Records and Registration
Registration	480-517-8540	Records and Registration
Scholarships	480-517-8310	Financial Aid
Sexual Harassment	480-517-8749	Associate Dean, Student Affairs
Technology Helpdesk	480-517-8600	Technology Helpdesk
Test Anxiety	480-517-8785	Career/Counseling Services
Testing Information	480-517-8560	Testing and Assessment Center
Transcript Evaluation	480-517-8580	Academic Advisement
Transcript Request	480-517-8540	Records and Registration
Transferring Courses	480-517-8580	Academic Advisement
Tuition & Fees	480-517-8334	Cashier's Office
Tutoring	480-517-8247	Tutoring
Veterans Benefits	480-517-8153	Veterans Affairs Office
Withdrawing from College	480-517-8540	Records and Registration

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Certificate & Degree Programs

Associate in Arts (AA) Degrees

- AA: Associate in Arts
- AA: Associate in Arts, Fine Arts-Art (AAFA-Art)
- AA: Associate in Arts, Fine Arts-Dance (AAFA-Dance)
- AA: Associate in Arts, Fine Arts-Theatre (AAFA-Theatre)
- AGEC A: Arizona General Education Curriculum

Associate in Arts in Elementary Education (AAEE) Degree

Associate in Science (AS) Degrees

- AS: Associate in Science
- AGEC S: Arizona General Education Curriculum

Associate in Business (ABus) Degrees

- ABus GR: Associate in Business, General Requirements
- ABus SR: Associate in Business, Special Requirements
- AGEC B: Arizona General Education Curriculum

Associate in General Studies (AGS) Degree

Associate in Applied Science (AAS) Degrees

- Accounting
- Addictions and Substance Use Disorders
- Adult Learning and Development
- Computer Technology
- Dental Assisting (Clinical)
- Dental Hygiene
- Dental Office Management
- Early Childhood Administration and Management
- Early Learning and Development
- eLearning Design Specialist
- Family Life Education
- General Business
- Law Enforcement Technology
- Military Leadership
- Mobile Apps Programming
- Organizational Management
- Paralegal
- Public Administration
- Quality Customer Service
- Retail Management
- Sustainable Food Systems

Academic Certificates

- Child and Family Professional Development
- Creative Writing
- K-12 eLearning Design
- K-12 Online Teaching
- Language and Literary Culture of the USA
- Language Studies
- Spanish and Spanish Culture
- Sustainability and Ecological Literacy

Recognition of Academic Achievement

Teacher Education: Undergraduate Bachelor's Degree Pathways

- Elementary Education Grades 1-8
- Secondary Education - Business Grades 6-12
- Secondary Education - English Grades 6-12
- Secondary Education - History Grades 6-12
- Secondary Education - Mathematics Grades 6-12
- Secondary Education - Science Grades 6-12
- Special Education K-12 Cross-Categorical

Teacher Education: Post-Baccalaureate Programs

- Early Childhood Education Birth-Grade 3
- Elementary Education Grades 1-8
- Secondary Education Grades 6-12
- Special Education K-12 Cross-Categorical
- Arts Education PreK-12
- Dance Arts Education PreK-12
- Dramatic Arts Education PreK-12
- Music Education PreK-12

Certificate & Degree Programs

Teacher Education: Teacher-in-Residence Programs

Elementary Education Grades 1-8
Secondary Education Grades 6-12
Special Education K-12 Cross-Categorical
Arts Education K-12: Fine Arts
Arts Education K-12: Dance Education
Arts Education K-12: Dramatic Arts Education
Arts Education K-12: Music Education

Teacher Education: Teacher Endorsement Programs

Arts Endorsement K-12
Dance Endorsement K-12
Dramatic Arts Endorsement K-12
Music Endorsement K-12
Computer Science and eLearning Design Endorsement
Early Childhood, Birth through Age 8 or through Grade 3 Endorsement
English as a Second Language (ESL) Endorsement
Middle School Endorsement Grades 5-9
Physical Education Endorsement K-12
Structured English Immersion (SEI) Endorsement K-12
Mathematics Endorsement K-8
Reading Grades Endorsement K-8
Reading Grades Endorsement 6-12
Reading Grades Endorsement K-12

Certificates of Completion

Accounting
Addictions and Substance Use Disorders Level I
Addictions and Substance Use Disorders Level II
Adolescent Development
Adult Development and Aging
Adult Learning and Coaching Development
Adult Learning and Development
Advanced Computer Usage and Applications
Child and Family Organization Management and Administration
Computer Usage and Applications
Dental Assisting (Clinical)
Digital Design
eLearning Design Specialist
Entrepreneurial Studies Level I
Entrepreneurial Studies Level II
Family Child Care Management
Family Engagement Specialist
General Business
Infant and Toddler Development
Law Enforcement Technology
Military Leadership
Mobile Apps Programming
Networking: Design and System Support
Organizational Leadership
Paralegal
Parent Education
Professional Addictions Counseling
Programming
Public Administration
Quality Customer Service
Retail Management
Small Business Start-Up
Sustainable Food Systems
Web Design: User Interface

Educational Partnerships & Customized Training Programs

The following educational programs have been designed to meet the needs of specific industries. Employment by these organizations is required for registration.

Associate in Applied Science (AAS) Degrees

- Airline Operations
- Broadband Telecommunications
- Corrections
- Dental Assisting (Clinical)
- Detention Services
- Law Enforcement Technology
- Quality Customer Service
- Workforce Development and Community Re-Entry

Certificates of Completion

- Advanced Corrections
- Airline Operations: Ground Operations
- Airline Operations: Initial Flight Attendant
- Airline Operations: Passenger Services
- Airline Operations: Reservations
- Airline Operations: Reservations and Ticketing Services
- Automobile Insurance Claims: Customer Service
- Automobile Insurance: Customer Service
- Automobile Policy: Customer Service
- Bank Account Management: Customer Service
- Basic Corrections
- Broadband Telecommunications: Account Services
- Broadband Telecommunications: Field Operations
- Broadband Telecommunications: Technical Support Services
- Community Dental Health Coordination
- Credit Counseling: Customer Service
- Dental Assisting (Clinical)
- Dental Assisting Technology
- Detention Services
- Hardware and Networking Basics
- Human Services - Assistance: Public Assistance Eligibility
- Human Services - Specialist: Customer Service
- Human Services - Unemployment Insurance: Customer Service
- Information Technology Entrepreneurship
- Law Enforcement Technology
- Law Enforcement Technology Academy
- Motor Vehicle: Customer Service
- Public Administration: Legal Services
- Public Safety Technology
- Quality Customer Service
- Retail Pharmacy: Customer Service
- Utilities: Customer Service
- Water Services: Customer Service
- Workforce Development and Community Re-Entry
- Automobile Insurance Claims: Customer Service
- Workforce Development: Automotive Technology Level I
- Workforce Development: Automotive Technology Level II
- Workforce Development: Carpentry Level I
- Workforce Development: Carpentry Level II
- Workforce Development: Electrical Level I
- Workforce Development: Electrical Level II
- Workforce Development: Furniture Construction/Refinishing Level I
- Workforce Development: Furniture Construction/Refinishing Level II
- Workforce Development: Graphic Arts Level I
- Workforce Development: Graphic Arts Level II
- Workforce Development: Horticulture
- Workforce Development: Landscape Technology



EMPOWERING COMMUNITIES

Rio Salado College forges Educational Empowerment Zones with local cities, schools, and civic and social organizations to offer educational opportunities that are uniquely tailored to the communities they serve.

Educational Empowerment Zones:

- Are located in communities that have underserved student populations
- Provide educational programs and services that reflect the needs of the local community
- Help open the doors to a college education for non-traditional students
- Offer pathways to post-secondary education to help prepare students for the jobs of tomorrow
- Provide a meeting hub for community leaders and organizations to collaborate

Empowerment Zone Locations

Avondale

- Rio Salado College Avondale

Phoenix

- Rio Salado College Thomas
- Rio Salado College Northern
- Rio Salado College Downtown

Queen Creek

- Communiversity at Queen Creek

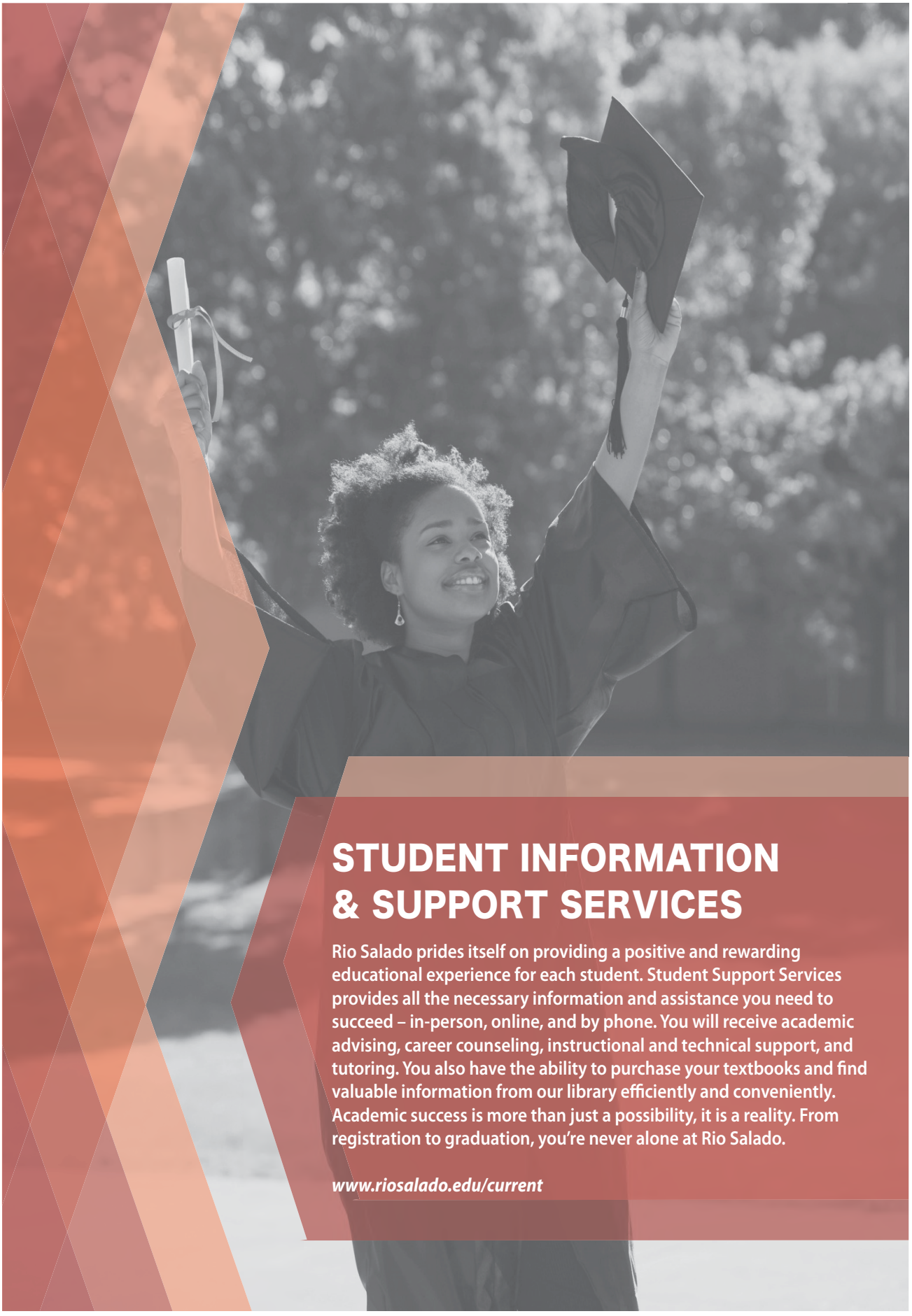
Surprise

- Communiversity at Surprise
- Rio Salado College Lifelong Learning Center

Tempe

- RSC Administrative Headquarters
- Rio Salado College Southern

To learn more about the specific programs and services offered at each Empowerment Zone visit riosalado.edu/locations



STUDENT INFORMATION & SUPPORT SERVICES

Rio Salado prides itself on providing a positive and rewarding educational experience for each student. Student Support Services provides all the necessary information and assistance you need to succeed – in-person, online, and by phone. You will receive academic advising, career counseling, instructional and technical support, and tutoring. You also have the ability to purchase your textbooks and find valuable information from our library efficiently and conveniently. Academic success is more than just a possibility, it is a reality. From registration to graduation, you're never alone at Rio Salado.

www.riosalado.edu/current

STUDENT INFORMATION & SUPPORT SERVICES

Student Information & Support Services

In This Section

- Welcome to Rio Salado College
- Getting Started at Rio Salado College
- Common College Terms
- Study Skills
- Academic Calendar
- Term Start Dates
- You Have the Whole College Supporting You!
- Academic Advisement
- Bookstore
- Career/Counseling Services
- Cashier's Services
- Disability Resources and Services
- Financial Aid
- Graduation
- Instructional Computing
- International Education
- Library Services
- Military Central
- Registration
- Social Security Number
- Student Address or Telephone Number Change
- Student Insurance
- Semester Blocks at Rio Salado College
- Student Academic Achievement Recognition
- Testing Center
- Transcripts
- Tutoring
- Veterans Affairs
- Community Services

Welcome to Rio Salado College

Rio Salado College Administrative Headquarters

2323 W. 14th St.
Tempe, AZ 85281

480-517-8000 or
1-800-729-1197

For more information about Rio Salado College's locations, student services, and hours of operation, please visit: **www.riosalado.edu**.

Rio Snapshot

- 26 Associate in Applied Science Degrees
- 80 Certificates of Completion
- 8 Academic Certificates
- 38 Customized Partnerships with local government and businesses



Rio Salado College is one of the 10 colleges in the Maricopa County Community College District, and one of the largest online public community college in the nation. Located in Tempe, Arizona, Rio Salado provides the next step in education for more than 65,000 students annually, with more than 44,000 taking online classes. Established in 1978, Rio Salado College successfully meets the needs of working adults and other specialized populations who find it challenging to pursue higher education through traditional means. Rio Salado reaches out to students who need, access, flexibility, and affordability in innovative learning formats.

Rio Salado College is dedicated to serving our local, national, and international communities through: college bridge pathways, collaborative partnerships, early college initiatives, and online learning. Rio Salado offers several convenient locations throughout Maricopa County. In addition, Rio Salado College has created Educational Empowerment Zones in local communities to offer educational programs and services uniquely tailored to the communities they serve. At Rio Salado College, students can select from more than 100 degree, certificate, and transfer programs, and take advantage of comprehensive student support services where it is most convenient for them.

Rio Salado also owns and operates Sun Sounds of Arizona, a radio reading service for the visually-impaired, as well as the 91.5 KJZZ and 89.5 KBAQ radio stations.

www.riosalado.edu / 1-800-729-1197

Getting Started at Rio Salado College



Getting Started at Rio Salado College

Start at Rio is a guided online checklist for taking classes at Rio Salado College. The checklist features steps tailored to students based on their educational goals. The checklist walks new students through the process of creating an account, exploring program options, researching funding options and registering for classes. Start at Rio was designed to help students navigate the Rio Salado College experience with confidence.

Individual Checklists for Students Who Want to:

- Complete a Program at Rio *(college credit earning certificates and associate degrees)*
- Take Classes at Rio *(for personal/professional growth or for college/university transfer)*
- Participate in College Bridge Pathways *(adult basic education, English language classes, GED prep, etc.)*
- Take Dual Enrollment Classes *(for high school students)*
- Enroll as a Military Service Member or Veteran Student
- Become a Teacher *(teacher certification/ bachelor's degree pathways)*
- Take Advantage of Corporate/Government-Sponsored Educational Opportunities



Getting Started at Rio Salado College

Rio Salado Student Orientation Course

Online Student Orientation (NSO101)

New online students begin by taking New Student Orientation (**NSO101**), a free non-credit online class that introduces students to Rio Salado College. It is designed for students seeking an online certificate or degree with Rio Salado College, and serves the same purpose as an in-person orientation offered at a traditional campus. NSO101 provides new students with an overview of the college's student services, policies and procedures, and offers tips for success. It also includes sections on Wellness and Financial Literacy. NSO101 is taught in RioLearn, Rio Salado's online learning platform, and resembles other classes you will be taking if you are seeking an online certificate or degree.

Overview

- If you are a degree-seeking student, or plan to transfer to a bachelor's degree program, NSO101 will automatically be added to your schedule when you register for your first class at Rio Salado College.
- The course will take 1-2 hours to complete. We recommend that you complete it at least one week prior to starting your first classes.
- The course is in RioLearn, our learning management system and resembles the online courses you will be taking.



RioLearn

RioLearn is Rio Salado College's online learning platform created in partnership with the Microsoft Corporation and Dell Computers. Through your personal RioLearn portal (**elearning.riosalado.edu**), you have access to:

- Online course materials and course syllabus
- Instructors
- Grades
- An extensive library
- Student support services
- RioCompass (to track your progress toward program completion)

Check out the three important online systems you will be using at Rio Salado College:
www.riosalado.edu/riosystems

Getting Started at Rio Salado College

RioCompass

A dynamic online database called RioCompass is available to you to create "to do" items, view individualized checksheets, and create a semester by semester plan. RioCompass helps you keep track of your academic progress and contact your assigned advisor. It is secure and available online 24/7. Visit: **www.riosalado.edu/riocompass**

My.maricopa.edu

Find personalized information like grades, financial aid disbursement status, and more through **my.maricopa.edu**. Please be sure to verify that you are able to view your final grade in **my.maricopa.edu** prior to requesting an official transcript. Call **480-517-8540**.

Self-Serve

A 24/7 online self-service hub, **www.riosalado.edu/selfserve**, giving you access to:

- Registration
- Transcripts
- Grades
- Financial Aid
- Payment options
- Personal information
- Class add, drop or withdraw

Gmail

Rio Salado students receive official college and Maricopa Community College District information through e-mail powered by Google. Visit: **www.riosalado.edu/gmail**

Steps for Program Seekers

Rio Salado College

Get Started	Planning your college experience is your first step to success. www.startatrio.com		
☐ Choose your Program	☐ Degree or Certificate ☐ University Transfer	Academic Year: 20__ Academic Plan Code: _____ Program Name: _____	
	If you live outside of Arizona, you must verify if your program is available in your state.		
☐ Create your Account at my.maricopa.edu	Your MEID: _____ Your email address: yourMEID@maricopa.edu Your Student ID: _____		
	Do not write down or share your password. Maricopa employees will never ask for your password!		
☐ Pre-financial Planning	☐ Financial Aid ☐ Cash/Check ☐ Debit/Credit ☐ Payment Plan ☐ Third Party Billing		
	If you plan to apply for Financial Aid, it will take approximately 4-6 weeks to process your application.		
☐ Complete Registration Requirements	☐ Verify Identity ☐ Verify Prior Education ☐ PROP300 and HB2008	☐ Access your Student Center at my.maricopa.edu ☐ Access Maricopa Student Email (24 hrs. after admission)	
	Not all documentation is required for every student.		
☐ Placement Testing	☐ English	☐ Math	☐ Reading
☐ Build your Academic Plan with an Advisor	Semester Block #: ____ Start date: _____ End date: _____ ☐ Prerequisite Verification Request ☐ Transcript Evaluation Request		
☐ Register for Classes	**Course / Section # / Date / Credits**		Plan on approximately three hours of study time for every credit hour. For a 3-credit class, that means about nine hours of studying per week.
☐ Pay Tuition and Fees	Tuition Due Date: _____ Last Day for Full Refund (see Student Center) _____ Total Tuition and Fees: _____		
☐ Buy Textbooks and Course Materials	* *You must pay your tuition and fees 10 days prior to the start of your class or you will be dropped. If you register within 10 days of your class start date, your tuition and fees are due the same day you register.* * *Textbooks may be returned for a full refund within 14 days of purchase date - original receipt required.*		
☐ Start your Classes in RioLearn	☐ Read the syllabus for each course ☐ Read the RioLearn Tools & Tips at www.riosalado.edu/tips ☐ Access Your RioLearn Message Center ☐ Complete NSO101 (New Student Orientation) * *Your RioLearn username is your MEID.* * *Note that your RioLearn and my.maricopa.edu passwords are not the same.* * *Complete the first assignment in each class by the due date to avoid being dropped for non-participation.*		
Congratulations! You have completed ***Start at Rio!***	Throughout your term, be sure to: Use my.maricopa.edu to access your Student Center. Use RioLearn to access your classes. Use RioCompass to monitor your academic progress.		

This document should be used as a planning tool only.

Please visit www.startatrio.com for more information or contact the Outreach Center at 480-384-9834.

Steps for Non-Program Seekers

Rio Salado College

Get Started	Planning your college experience is your first step to success. www.startatrio.com
☐ Select your Educational Goal	☐ I am transferring credits earned at Rio Salado College to my home or parent college/university. ☐ I am transferring credits earned at Rio Salado College to another community college. ☐ I am taking classes at Rio Salado College for personal and/or professional growth. ☐ My goal is not listed. ☐ I do not know or I am undeclared.
☐ Create your Account at my.maricopa.edu	Your MEID: _____ Your email address: yourMEID@maricopa.edu Your Student ID: _____ *Do not write down or share your password. Maricopa employees will never ask for your password!*
☐ Pre-financial Planning	☐ Cash/Check ☐ Debit/Credit ☐ Payment Plan ☐ Third Party Billing
☐ Complete Registration Requirements	☐ Verify Identity ☐ Explore classes at www.riosalado.edu/schedule ☐ Verify Prior Education ☐ Access your Student Center at my.maricopa.edu ☐ PROP300 and HB2008 ☐ Access Maricopa Student Email (24 hrs. after admission) *Not all documentation is required for every student.*
☐ Prerequisite Verification	☐ If you have taken prerequisite classes outside of the Maricopa Colleges, please submit the Prerequisite Verification Form along with your transcripts. ☐ If this is your first English, Math, or Reading college class, you will need to take the placement test first.
☐ Register for Classes	Course / Section # / Date / Credits Plan on approximately three hours of study time for every credit hour. For a 3-credit class, that means about nine hours of studying per week.
☐ Pay Tuition and Fees ☐ Buy Textbooks and Course Materials	Tuition Due Date: _____ Last Day for Full Refund (see Student Center) _____ Total Tuition and Fees: _____ * *You must pay your tuition and fees 10 days prior to the start of your class or you will be dropped. If you register within 10 days of your class start date, your tuition and fees are due the same day you register.* * *Textbooks may be returned for a full refund within 14 days of purchase date - original receipt required.*
☐ Start your Classes in RioLearn	☐ Read the syllabus for each course ☐ Read the RioLearn Tools & Tips at www.riosalado.edu/tips ☐ Access Your RioLearn Message Center * *Your RioLearn username is your MEID.* * *Note that your RioLearn and my.maricopa.edu passwords are not the same.* * *Complete the first assignment in each class by the due date to avoid being dropped for non-participation.*
Congratulations! You have completed ***Start at Rio!***	Throughout your term, be sure to: Use my.maricopa.edu to access your Student Center. Use RioLearn to access your classes. Use RioCompass to monitor your academic progress.

This document should be used as a planning tool only.

Please visit www.startatrio.com for more information or contact the Outreach Center at 480-384-9834.

Getting Started at Rio Salado College

Highlighted Support Services

Academic Advisement

For help with course selections, program checksheets, semester by semester planning, transfer credits, and more, call **480-517-8580** or visit: **www.riosalado.edu/advisement**

Bookstore

Order books online or in-person through the Rio Salado College Bookstore. Please note: The bookstore no longer takes orders over the phone. Call **480-517-8710**, **1-800-584-8775** (outside Maricopa County), or visit: **www.riosalado.edu/bookstore**

Counseling Assistance

Counseling is available in the areas of career guidance, time management, test anxiety, study skills, job search preparation, or personal problems. For an appointment at Rio Tempe, call **480-517-8785** or visit: **www.riosalado.edu/counseling**

Financial Aid

Grants, student loans, and scholarships are available to assist eligible students with allowable educational expenses. Call **480-517-8310** or visit: **www.riosalado.edu/financial_aid** to learn more.

Instructional Helpdesk

Assistance is available to help answer questions about your course, contact your instructor, provide successful start information, and more. Phone: **480-517-8380** or **1-866-511-8380** (outside of Maricopa County). E-mail: instruction.helpdesk@riosalado.edu Web: **www.riosalado.edu/helpdesks**

Library Services

Learn about Rio Salado College's library services with our "**How Do I**" online tutorial series. The series covers searching the online catalog, accessing ebooks, how to get started on your assignments, and more. In addition, Rio Salado's library provides reference assistance online, 24/7, via real-time live chat. Call **480-517-8424**, **1-866-670-8420** (outside of Maricopa County), or visit: **www.riosalado.edu/library**

Library Research Assistance

- 24/7 Research Assistance
- Library services offer several options for students who need a little help finding the right resources.
- Ask a Librarian – 24/7 live access to Librarians who can answer questions about online and in-person research tools
- Online Writing Lab (OWL) – writing tips, advice and reference materials available online
- How Do I…? Video Series – Visit the Rio Salado College YouTube channel to find video tutorials explaining everything from logging in and accessing an e-book to using library databases.

Technology Helpdesk

Assistance is available 24/7 to help you work through any technological barriers that may come up during your online experience. E-mail technology.helpdesk@riosalado.edu, call **480-517-8600** or **1-800-729-1197** (outside of Maricopa County), or visit: **www.riosalado.edu/helpdesks**

Getting Started at Rio Salado College

Tutoring

Rio offers free tutoring in a variety of subjects helping students understand course content and improve study skills. Depending on the subject, tutoring is available in these formats: in-person at our Tempe headquarters and other selected locations and online (Smarthinking). For more information, please visit: **www.riosalado.edu/tutoring**

Affordable Tuition

Among the most affordable colleges in Arizona, tuition at Rio Salado costs up to 75% less than private online colleges. Enroll today and save with $84/credit tuition (for Maricopa County residents).

Monday Starts

Rio Salado offers flexible Monday starts 40+ times per year, giving students the opportunity to enroll in courses at multiple times throughout the year. Visit: **www.riosalado.edu/schedule**

8-Week Class Options

Many of Rio Salado's online classes are available in an 8-week format, allowing you to take more classes in a shorter period of time.

Block Calendar

Rio Salado College's academic calendar is divided into three terms (fall, spring, summer), each with 16 semester blocks per term. Each semester block is 16 weeks long, and has a fixed start and end date. If you are planning to earn a degree, certificate, or pursue the Post Baccalaureate program, you will be placed into a semester block. When you select a start date for your classes, your start date will determine your semester block for that term, and all coursework for that term must be completed within your block's start and end date. Visit: **www.riosalado.edu/calendar** and watch the short video about Block Calendar at: **www.riosalado.edu/block**

Textbook Savings Program

Save up to 50% off the regular cost with our customized textbook editions. Visit: **www.riosalado.edu/textbook**

Common College Terms

Academic Advisor: A person in the Academic Advisement Department who is able to help you plan your course of study and select appropriate courses to reach your educational and career goals.

Academic Program: A prescribed series of classes designed for a specific degree, certificate, or other credential.

Academic Term: Academic terms are similar to semesters at other colleges. Rio Salado has a Fall, Spring and Summer term.

Adjunct Faculty: Part-time certified instructors.

AGEC: The Arizona General Education Curriculum (AGEC) is a 35 semester credit "block" that you can complete at Rio Salado College. Completion of the AGEC means that you will have met the lower-division general studies requirements at any of the Arizona public universities.

Assessment: Evaluation of student learning outcomes using a variety of activities, such as quizzes, essays, examinations, and final projects.

Associate Degree: A degree awarded for the completion of a minimum of 60-64 credits selected to meet specific requirements, and designed for transfer to a university.

Audit: To take a class for no credit. There are additional charges for auditing.

Bachelor's Degree: A degree awarded by a four-year college. The B.A., B.S., B.I.S., or B.A.S. requires approximately 120 credits.

Block Calendar: Exclusive to Rio Salado College, the block calendar system uses semester blocks to provide students with flexibility in class scheduling.

Blog: A user-generated website where entries are made in journal style. A blog provides interactive commentary on a particular subject.

Book Advances: A one-time only advance of funds to eligible students. To qualify, the student must have an anticipated financial aid award, and have sufficient aid to cover his or her outstanding student account balance.

Catalog: The annual publication which explains college policies, procedures, and programs, including course descriptions.

Catalog Year: A policy that allows students who maintain continuous enrollment to follow the program requirements of the catalog year in which they began.

Certificate of Completion (CCL): A certificate awarded for the completion of a specified career program.

Chat: An online "conversation" between people using computers to type messages. Some Internet courses require students to participate in a chat room session.

Class/Section Number: The five-digit code following the subject code and course number in the schedule of classes which identifies the location and time of the class (ENG101 13027).

Class Start Date: The designated start date listed for the class (typically a Monday). Students may choose multiple course start dates within their selected semester block.

College Work/Study: A form of financial aid based on need, which provides the student with paid employment while in school.

Communiversity: A collaborative effort between community colleges and universities to provide students access to a variety of certificate through Master's degree programs in one convenient location while maximizing the number of community college transfer credits (up to 90).

Concurrent Enrollment/Special Admissions: Students who are under 18, have not yet completed high school, and wish to take online courses with Rio Salado College can be admitted through concurrent enrollment. Credit may be given for high school requirements as well as college course work.

Corequisite: Requirement(s) which must be met concurrently with a course.

Counselor: A faculty member available to help you with personal, career, or school-related questions.

Course Description: The brief official statement of the content and prerequisites and/or corequisites of each course included in the catalog.

Course End Date: The last day on which course materials may be submitted.

Course Number: The three-digit number following the subject code which identifies a particular course, such as ENG101 First-Year Composition.

Common College Terms

Credit Hour: Numerical unit assigned to a course based on the amount of time spent in class. In addition to the class time, you will need to plan to dedicate significant time outside of class to study and complete assignments. For example, in a three-credit course, you need to plan on three hours for class presentation time and at least six hours for homework each week. If you choose an accelerated calendar, be prepared to double your weekly class and study time hours.

Curriculum: A series of courses, also called a program of study, which meet a particular academic or vocational goal.

Degree Seekers: Students who have declared a Rio Salado certificate, degree or transfer program in **my.maricopa.edu**, RioCompass, or by talking to an advisor.

Distance Learning: Courses you can take any time, any place.

Drop/Add Period: The period during which you can make changes in your schedule without penalty. The drop/add period varies with the length of the class.

Dual Enrollment: A program, in which students take classes at their high school, and earn high school and college credit simultaneously. Classes are taught by high school instructors who have the necessary professional credentials to instruct community college classes.

Electives: Courses a student can select in order to complete a program of study, sometimes with restrictions.

Excluded Program: Declared programs that are excluded from the program seeker qualification. Examples include: dual enrollment, educational service partnerships, and non-credit programs.

Financial Aid: Funding assistance to help students pay for education-related expenses including tuition, fees, room and board, books, and supplies for college. Financial aid is available to eligible students from various federal, state, institutional, and private funding sources. Typical funding options include grants, loans, and scholarships.

Financial Aid Priority Filing Dates: Dates established by the Financial Aid office for each semester block term.

Grant: Student financial aid based on need. Grants do not have to be repaid.

Hybrid Course: Hybrid courses are a combination of online and classroom instruction.

Instructional Helpdesk: A college service that answers questions about your course, helps contact your instructor, and helps work through instructional issues that may arise during your "Online Experience."

Lower Division: First and second year college courses. Only lower division courses are offered by the community colleges.

MCCCD or MCCD: Maricopa County Community College District.

MEID (Maricopa Enterprise ID): A student's username assigned by RioLearn. Use your MEID to log into RioLearn and **my.maricopa.edu**.

Mini Syllabus: A preview of course content including course description, prerequisites, assignments and exams and required course materials.

Mixed Media: Format which combines delivery technologies; for example, CD, DVD, print, or conference calling.

Monday Starts: Refers to multiple start dates available in the block calendar system.

My.maricopa.edu: An online student center, allowing you to access registration, transcripts, grades, financial aid, payment options, personal information, class add, drop or withdraw and more.

Non-Degree Seekers: Students who have not declared a Rio Salado certificate, degree or transfer program. Students who take a la carte classes for transfer to another college or university program are NOT classified as degree seekers at Rio Salado College.

Out of Block: Classes that do not start AND end within the timeframe of the selected semester block. Classes for the next term that are scheduled to start before the student's current semester block is scheduled.

Password: A secret word you use to gain access to a computer system. Sometimes there are restrictions on the types of characters you can use (i.e., letters, numbers, or incidentals), as well as a maximum number of them.

Common College Terms

Placement Tests: Tests to guide students into appropriate Reading, Math, and English courses.

Prerequisite: A requirement which must be met before enrolling in a specific class, usually the completion of a lower-level class in the same subject.

Print-Based: Format which uses printed material such as textbooks, study guides, and supplemental readings.

Proctor: An individual (approved by the Rio Salado Testing Center) who will supervise the student's distance learning midterms and finals when the student lives outside of Maricopa County.

Required Course: A course needed to complete a certificate or degree program.

Residential Faculty: Full-time certified instructors.

Restricted Electives: A listing of selected courses students can choose from to complete a certificate or degree program.

RioCompass: A dynamic online database called RioCompass is available to you to create "to do" items, view individualized checksheets, and create a semester by semester plan. RioCompass helps you keep track of your academic progress and contact your assigned advisor. It is secure and available online 24/7 with a valid username and password.

RioLearn: An online course delivery system at Rio Salado College.

RioLounge: An online social network for Rio Salado students. **www.riosalado.edu/riolounge**

Satisfactory Academic Progress (SAP): A federal requirement mandating that colleges establish, publish, and apply satisfactory academic progress standards to monitor all students' progress toward completion of a degree, certificate, or other educational credential. Each semester, every student regardless of whether or not they use financial aid to pay for education expenses are measured on one qualitative standard (GPA), and two quantitative standards (progress and maximum timeframe) of satisfactory academic progress. Students must meet all three aspects: GPA, progress, and maximum timeframe in order to not be placed on financial aid suspension. For more information, please visit: **www.riosalado.edu/financial_aid/Pages/SatisfactoryAcademicProgress.aspx**

Schedule: The publication which includes class offerings for a specific term and year.

Scholarships: Student financial aid based on academic achievement, need, or a combination of factors. Scholarships do not have to be repaid.

Semester Block Calendar: Rio Salado College's academic calendar is divided into three terms (fall, spring, summer), each with 16 semester blocks per term. Each semester block is 16 weeks long, and has a fixed start and end date. If you are planning to earn a degree, certificate, or pursue the Post Baccalaureate program, you will be placed into a semester block. When you select a start date for your classes, your start date will determine your semester block for that term, and all coursework for that term must be completed within your block's start and end date. To learn more about the semester block system, watch the video at **www.riosalado.edu/calendar**.

Semester Block End Date: The designated end date of a semester block.

Semester Block Start Date: The date on which a semester block starts.

Shared Unique Number (SUN) System: The Shared Unique Number (SUN) System helps students identify courses that will directly transfer among Arizona's community colleges and three public universities. Using the SUN System, students can easily search for and enroll in courses that offer direct equivalency at other Arizona colleges and universities. SUN courses have their own unique course number and prefix listed alongside each college's course number. Look for the SUN icon in your course catalog or college website or visit **www.azsunsystem.com** for more information.

Student ID Card: Identification card issued to students that contains student's name, MEID, and student identification number.

Student ID Number: A student's eight digit identification number. Use your Student ID number when contacting Rio Salado College.

Subject Code/Course Prefix: The three-letter abbreviation which identifies the subject area of a course, such as ENG for English courses.

Common College Terms

Syllabus: A course outline and information on classroom policies, tests, dates, and materials to be used in a class.

Technology Helpdesk: A college service that assists students when they are having technical/computer related problems while enrolled in an Internet course.

Term Block: Semester blocks are sometimes referred to as term blocks.

Transcript: An official record of a student's course work and grades.

Transfer Credit: Credit earned at other regionally accredited institutions that is accepted at Rio Salado College. Credits accepted in transfer do not necessarily apply to all certificates and degrees.

Upper Division: Courses usually taken during junior and senior years, offered at four-year institutions.

Username: A unique name used to access resources on a computer. If you are registered for an Internet course, your username, along with your password, allows you to get access to course information and the messaging system. In an e-mail address, the characters before the '@' symbol are the username.



Veterans Affairs (VA) Benefits: The Department of Veterans Affairs administers a variety of education benefit programs available to many Veterans and active duty personnel including the Post-9/11 GI Bill, Montgomery GI Bills for Active Duty and Selected Reserves as well as other benefits.

Withdrawal: The process which allows a student to remove themselves from a course(s) after the official drop date. Procedures for withdrawal must be followed. The student's transcript will reflect the withdrawal.

Study Skills

10 Tips to Improve Your Writing

1. Have a Purpose and a Plan

If you are writing a business letter, a short story, or a comedy skit, your purpose and plan will vary. Know your purpose before you start and then create a plan to guide your writing.

2. Know Your Audience

If you are writing a legal brief for court, your words will be dramatically different than if you are writing a children's story. Direct your writing at the people who will read it.

3. Write Naturally

Use words that feel right to you. Using complicated words or slang, or misusing words can confuse the reader.

4. Use Nouns and Verbs

Solid nouns and active verbs build the best sentences. Overusing adjectives and adverbs is a common mistake by beginning writers.

5. Do Not Overwrite

With word processors and instant online blogs, it is too easy to write and keep writing. Avoid the trap of saying too much. It can turn off your readers.

6. Be Clear

Reread your work aloud. Does it make sense? Do you or others stumble over your words or question your ideas?

7. Revise and Rewrite

Always try to leave your writing and come back to it with fresh eyes. Good writers spend more time revising and rewriting than creating an original draft.

8. Check Your Spelling and Grammar

With the heavy use of text messaging today, it is easy to forget how to spell. Use spell-check and carefully proofread your work for grammar and punctuation.



9. Write What You Love

If you write about your interests and passions, you will produce material that shines with enthusiam—and this captures readers.

10. Read Good Writing

By reading works by strong writers (Harper Lee, John Steinbeck, etc.), you will learn more about good writing—and that is your goal, right?

How to Manage Your Time

1. Use a calendar and mark important dates:
   - Refer to syllabus for class deadlines.
   - Schedule study time. When planning your study time, plan to spend two hours of time on homework for every one hour spent in class (whether online or inperson).
   - Schedule family events.
   - Schedule leisure time for yourself.
2. Create "to do" lists for each day.
3. Tackle the tough jobs first.
4. Set specific goals for each course.
5. Reward yourself after completing each task.
6. Monitor your "self talk" and do not beat yourself up if you do not complete everything on your list.

Study Skills

How to be an Active Learner

1. Read Thoroughly

Always read all information enclosed in your course materials packets and syllabi. These materials provide valuable information such as: how to contact your instructor, tutoring services, testing hours and locations, assignments, and important college phone numbers. For online information for study skills, go to: **www.riosalado.edu/Academic-Success-Tools**

2. Visit the Academic Success Tools

You will find resources that provide an overview of online classes, as well as tips on taking tests and improving study skills. Visit: **www.riosalado.edu/Academic-Success-Tools**

3. Check Your Course Calendar

Know your due dates and last dates for exams. Use the calendar from your e-mail to keep all of the information.

4. Ask Questions

Do not wait until just before a due date to e-mail your instructor with your questions. If you need to get a message to your instructor in a very short amount of time, contact the Instructional Helpdesk, **480-517-8380**.

5. Join RioLounge

Get support and advice from classmates, or build your professional network by connecting with students and community members who share your academic or professional interests.

www.riosalado.edu/riolounge

6. Stay on Track

Pace yourself so that you finish work by the due dates without stressing yourself.

7. Complete Learning Activities

Choose to complete as many lesson learning activities as possible, including practice exercises, self-checks, etc.

8. Draft Assignments

Work off-line in a word processing application. Review your work before you submit it. Remember to save a copy of the assignment that you submit.

9. Utilize Feedback

Read all feedback on assignments by clicking on the assignment in the gradebook. Use your instructor's feedback to improve your work on upcoming assignments.

How to Prepare for Exams

Use three simple steps and you will be ready for your exams. Remember, you cannot cram at the last minute and expect a passing grade. Many instructors build on concepts throughout the semester and your study should do this too.

1. Organize

- Summarize, condense, and make sense of all your notes, homework, and previous tests.
- Develop your own organization system on an outline, map, or whatever works for you.
- Use your syllabus as a guide.
- Put deadlines and study time on your calendar.
- Important: do not be overwhelmed by the material.

For online information on study skills, go to: **www.riosalado.edu/Academic-Success-Tools**

2. Review

- Review your lessons each week to put the material into long-term memory.
- Use flash cards, highlighters, or whatever works best for you.
- Important: review the material over several days or weeks, not all at once.

3. Practice

- Make up practice questions and test yourself, or work with a study group.
- Focus your study questions on what you do not know.
- Important: Try to teach the material to someone else and you will learn it much better yourself.

Academic Calendar

Academic Calendar 2015 - 2016

Rio Salado College will be closed on the following holidays:

Memorial Day
Monday, May 25

Independence Day
Thursday-Friday, July 2-3

Labor Day
Monday, September 7

Veterans' Day
Wednesday, November 11

Thanksgiving Holiday Observance
Thursday-Sunday, November 26-29

Winter Break
Friday-Friday, December 25-January 1

Martin Luther King, Jr. Day
Monday, January 18

Presidents' Day
Monday, February 15

Spring Break
Thursday-Friday, March 17-18

Memorial Day
Monday, May 30

For more information regarding college closures, please visit: ***www.riosalado.edu/locations***

Term Start Dates:

Summer:
5/4/2015 - 8/17/2015

Fall:
8/24/2015 - 12/7/2015

Spring:
1/11/2016 - 4/25/2016



Balancing Work, Family, and School

1. Take care of yourself.
   - Eat a balanced diet
   - Sleep 7-8 hours
   - Exercise regularly
2. Get to know your classmates and you will discover that you are not alone in your situation.
   www.riosalado.edu/riolounge
3. Enlist your family's support.
4. Use FREE college resources:
   - Personal and Career Counseling:
     480-517-8785
   - Academic Advisement:
     480-517-8580
   - Tutoring:
     480-517-8247 or **1-800-729-1197** (outside Maricopa County)
   - Services for Students with Disabilities:
     480-517-8562 or **480-517-8565** (TDD phone for the hearing impaired)
5. Connect with resources for financial support:
   - Financial aid
   - Scholarships
   - Your employer

Academic Advisement

Academic Advisement

The Rio Salado Academic Advisement team is a group of dedicated, knowledgeable, and professional individuals who are here to guide you through your academic goal.

Academic advisors will help you select the right course(s), choose an associate degree, evaluate your transfer credit, look for credit for prior learning opportunities, and explore transfer opportunities.

An academic advisor also can admit you to Rio Salado College, register you in your classes, and discuss many other available resources with you.

Once you meet with an academic advisor to set up a checksheet and a semester by semester plan, log onto RioCompass at:

www.riosalado.edu/riocompass.

The RioCompass system will provide you with online access to your checksheet, your semester by semester plan, your current class schedule, and direct contact information for your assigned academic advisor.

For more information, contact an academic advisor at:

480-517-8580 or visit us online at: **www.riosalado.edu/advisement**.

What can you expect from your advisor?

- A positive relationship built on trust and respect from an advisor who will listen to you.
- Guidance and education from a knowledgeable, trained advisor who can provide you with accurate information and resources.
- An advisor who remembers you and your situation and who will be there the next time—and every time—you have a question.

Academic Advisement can help if you:

- Need help selecting classes.
- Wonder how your transfer credit from previous schools will apply to your certificate or degree goal at Rio Salado.
- Need help determining which associate degree you should pursue.
- Are interested in transferring to a university.
- Have questions about any of the programs at Rio Salado.
- Would like a checksheet that lists all the courses you need to take to meet your academic goal.
- Would like assistance making a semester by semester plan to complete your program.

You Have the Whole College Supporting You!

As a student, your goal is a college education. At Rio Salado College, our goal is your success. That is why we pride ourselves on providing a positive and rewarding educational experience for each student. This section of Student Information and Support Services highlights the many resources and services we offer to help you become a successful Rio Salado student. Services include academic advisement, career counseling, instructional and technical support, tutoring, bookstore, and library resources. In this section you can also learn about registration, testing, financial aid, transcript requests, and more! From registration to graduation, you're never alone at Rio Salado.

Bookstore

2 Ways to Purchase Your Textbooks:

When purchasing textbooks, provide the course and section number. All major credit cards are accepted.

1. Online at the conclusion of your Maricopa online registration or at: **www.riosalado.edu/bookstore**
2. In Person: 2323 W. 14th St., Tempe, AZ 85281

Bookstore Hours (subject to change):

Monday - Thursday:
9 a.m. - 7 p.m.

Friday: 9 a.m. - 5 p.m.

Saturday: Closed

For more information:

480-517-8710 or
1-800-584-8775

www.riosalado.edu/bookstore



The Bookstore is located on the second floor in the Conference Center at the Rio Salado College Administrative Headquarters in Tempe.

The Rio Salado College Bookstore provides one-stop shopping to meet your needs.

Delivery Location Options:

- Any Maricopa Community College Bookstore within 1-3 business days for prepaid orders.
- Rio Salado computer lab sites (RSC Avondale, RSC Southern, RSC Northern, Communiversity @ Queen Creek, and Communiversity @ Surprise) and RSC Luke Air Force Base (for registered students only) for prepaid orders, within 1-2 business days.
- Your home or office within 1-3 business days within Maricopa County or 3-7 business days outside Maricopa County. Prepaid orders only. FedEx shipping and handling charges apply.

Book Returns and Buyback:

Full refunds can be approved in person or by mail within two weeks of the date of purchase or start date. Books must be in the same condition as purchased and must be accompanied by a receipt or invoice. Refund does not apply to classes that are completed within two weeks of the date of book purchase. Those book returns would be processed as a buyback.

After 14 days or at the end of your course, you can sell back books in person or by mail if books are in salable condition (no missing pages or water damage). The Textbook Return and Book Buyback Shipment forms can be downloaded at: **www.riosalado.edu/bookstore**.

To return books via mail, complete the Textbook Return or Book Buyback Shipment form and include your receipt. Package the books securely to prevent damage during transit. It is recommended to obtain a tracking number or delivery confirmation to track receipt of your return.

Career/Counseling Services

Career/Counseling Services

Counselors assist students to set personal, educational, and career goals. Services are provided in-person, online, by phone or chat.

- **Career Guidance:** Career decision making, assessment of interests, needs, personality traits, values.
- **Career Information:** Description of careers, market outlook, educational requirements.
- **Job Hunting Skills:** Applications, resumes, interviewing, strategies for networking, online job search.
- **Academic Success:** Time management, study skills, management of test anxiety, college orientations.
- **Personal Counseling:** Stress management, motivation, goal setting, or any other concern interfering with academic work. Information on community services and agencies.
- **Resources:** Online workshops and information on personal development and academic success.

Need Help with Your Career Decisions?

Rio Salado's Career Services are designed with you, the learner, in mind. Whether you are exploring your career options for the first time, thinking of a career change, or need to learn job search skills, our services can help you reach your personal and professional goals.

Online Career Center

Career information and guidance are also available at Rio's Online Career Center. Resources include steps for career planning, a guide for career change and transitions, steps for job searching, job management, business information, library career resources, counseling services, and career videos for Rio Salado students.

Contact Jacque Beale, M.C., Director of Career Services and Online Career Center at: jacque.beale@riosalado.edu or visit:

www.riosalado.edu/career

Career and College Success Classes

CPD102AB	Career Exploration,	2 credits
CPD102AC	Creative Job Hunting,	2 credits
CPD115	Creating College Success,	1 credit
CPD150	Strategies for College Success,	3 credits

Note: CPD150 is a combination of CPD115 and CPD102AB. CPD150 is both a College Success and Career Exploration course. CPD115 is a College Success only course while CPD102AB is only a Career Exploration course.

For more information or addtional in-person counseling locations, please call **480-517-8785** or visit: **www.riosalado.edu/counseling**

Locations for In-Person Counseling

For an appointment or counseling, call the location nearest you or send us an e-mail.

- Melanie Abts, M.Ed., melanie.abts@riosalado.edu
- Beatriz Cohen, M.C., beatriz.cohen@riosalado.edu

RSC Tempe
2323 W. 14th St.
Tempe, AZ 85281
480-517-8785

RSC Lifelong Learning Center
12535 Smokey Dr.
Surprise, AZ 85374
480-377-4250

Communiversity @ Surprise
15950 W. Civic Center Plaza
Surprise, AZ 85374
480-384-9000 or
1-866-330-6892

RSC Southern
3320 S. Price Rd.
Tempe, AZ 85282
480-377-4150

RSC Avondale
420 N. Central Ave.
Avondale, AZ 85323
480-377-4400

RSC Northern
1715 W. Northern Ave.
Phoenix, AZ 85032
480-577-4200

RSC Downtown
619 N. 7th Ave.
Phoenix, AZ 85007
480-377-4050

Communiversity @ Queen Creek
Ellsworth & Octotillo Rd.
Queen Creek, AZ 85142
480-384-9000

East Valley Veterans Education Center
3320 S. Price Rd.
Tempe, AZ 85282
480-384-9850

RSC Thomas
3631 W. Thomas Rd.
Phoenix, AZ 85019
480-377-4300

Cashier's Services

Office hours for the Cashier's Services:

Monday - Thursday:
8:00 a.m. - 7:00 p.m.

Friday: 9:00 a.m. - 5:00 p.m.

Saturday: Closed

The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation at: **www.riosalado.edu/cashier** or call **480-517-8334.**

My.maricopa.edu

You can now pay for tuition and fees online by going to the Finance Section in Rio Salado's new Student Center at **my.maricopa.edu.** Once there, you can select to make a payment in full (credit card or eCheck) or you can sign up for a payment plan using eCashier (see Tuition Payment Plan for more details).

Cashier's Services

Cashier's Services is located at Rio Tempe. Contact the Cashier's Services for:

- Tuition payments
- Fee payments
- Out-of-County affidavits
- Class schedules and invoices
- Employee tuition waivers
- Tuition refunds
- Third Party billing

You may pay tuition and other charges in person at Cashier's Services using a credit card, check, cash, or money order. You may also pay via the telephone using your credit card or mail your check, money order, or credit card information to Cashier's Services. The mailing address is Rio Salado College, Cashier's Services, 2323 West 14th St., Tempe, AZ 85281.

Please note: Tuition refunds are not automatic. The student must contact Cashier's Services after dropping a class. Payments made by check require 20-workday waiting period to insure bank clearance. Students are charged a $15 fee (plus any collections fees) for every check that is returned by the bank. For Third Party Billing, organizations and agencies can mail or fax a letter of intent, purchase orders, or authorization letter to be billed for a student's tuition. For more information or questions, please call **480-517-8330**.

Tuition Payment Plan:

eCashier

Maricopa Community Colleges offer students an option to pay their tuition and fees in smaller increments over a longer period of time. With a payment plan called eCashier, pre-scheduled payments are automatically drawn from the student's checking account or credit card until the balance is paid. As many as six payments per semester are available to those who register early.

By providing more payment options, Maricopa Community Colleges hope to help more students overcome the financial obstacles that may otherwise keep them from achieving their goals. To learn more, visit: **www.riosalado.edu/ecashier**

Cashier's Services

Tuition and Fees (Per Credit Hour):

A.	**Maricopa County Resident - In County Rate**	
	Per credit hour	$84.00
B.	**In County Resident - Audit Rate**	
	Per credit hour	$109.00
C.	**Out-of-County Resident***	
	Per credit hour	$366.00
D.	**Non-Resident Living in Arizona****	
	Per credit hour	$325.00
E.	**Non-Resident Study Abroad Program**	
	Per credit hour	$204.00
F.	**Non-Resident Distance Learning***/+**	
	Per credit hour	$215.00
G.	**Western Undergraduate Exchange (WUE)**	
	Per credit hour	$126.00

* *Students from any other county in Arizona are considered Maricopa County residents (in county) due to a reciprocal arrangement with that county. Reciprocal agreements allow for in-county tuition rates for residents of all Arizona counties except Apache or Greenlee counties without an Out-of-County Residence Affidavit.*

** *According to ARS §15-1802F, "A person who is a member of an Indian tribe recognized by the US Department of the Interior whose reservation lies in this state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student." Therefore, unclassified and out-of-state surcharges do not apply to such students.*

*** *According to ARS §15-1470, community college districts may offer credit and noncredit courses and services outside of this state. A district is not entitled to state aid payments for students who are provided courses and services outside of this state.*

\+ *This rate applies to out-of- state resident students who are taking distance learning courses or students who are taking classroom-based credit courses through a contract agreement between MCCCD and the company they work for. This rate does not apply to Study Abroad Programs as there is a separately calculated rate for those students.*

Please Note: For more information on Tuition and Fees, see pages 314-317.

Disability Resources and Services

Rio Salado provides services and information which promote a successful learning experience for students with documented disabilities.

Depending upon the disability and the resources Rio Salado has available, students may receive accommodations which include, but are not limited to: extended test taking time, text in alternative format, sign language interpreting, etc. The college handles each student's request on an individual basis, given a reasonable timeframe.

For more information and/or to make an appointment, please contact the Disability Resources and Services Office at **480-517-8562,** via e-mail at disability.services@riosalado.edu, or online at **www.riosalado.edu/disability_services**. To view the MCCCD Documentation Policy, please visit **www.maricopa.edu/publicstewardship/governance/adminregs/students/2_8.php**

Financial Aid

Scholarships

Rio Salado students may apply for scholarship funds to assist with education costs. Scholarship awards are based on financial need and merit. Please visit: **www.riosalado.edu/scholarship** to review and apply for scholarships

Office hours for Financial Aid:

Monday - Thursday:

8:00 a.m. - 7:00 p.m.

Friday: 9:00 a.m. - 5:00 p.m.

Saturday: Limited dates, refer to the college website: **www.riosalado.edu/financial_aid**

For assistance with financial aid or scholarships, please call **855-655-2332**.

Financial Aid

Rio Salado College assists all eligible students obtain available financial assistance to pursue their higher education goals. The mission of the Rio Salado College Financial Aid Office focuses on addressing the financial needs of our students as well as the effective administration of financial aid programs. This is accomplished by evaluating all aid applications through the use of a standard financial needs analysis system that determines how much students and/or their families can afford to contribute toward the college costs in order to correctly determine the types and amounts of aid each student is permitted to receive and when aid is permitted to be disbursed. Student eligibility continues to be monitored throughout the student's period of enrollment at Rio Salado College.

Several types of financial aid are available including federal grants, loans, student employment, and scholarships. To receive federal sources of financial aid, students must apply each academic year by completing the Free Application for Federal Student Aid (FAFSA). The application process, including a thorough review of the student's eligibility may require approximately two months. Students are advised to complete an application online at **www.fafsa.gov** as soon as possible each year in order to be considered for all available sources of funding.

In addition, the college has outlined priority filing dates to help students be prepared and ready for class.

Please note:

- Students must be making satisfactory academic progress in order to receive financial aid. To review the institution's Satisfactory Academic Progress policy, please visit: **www.riosalado.edu/financial_aid/Pages/SatisfactoryAcademicProgress.aspx**
- Financial aid may be required to be returned if it is determined to be unearned by the student. To learn more about the treatment of Title IV aid when a student withdraws (also known as Return of Title IV Funds), please visit: **www.riosalado.edu/financial_aid/Pages/ReturnofFundsPolicy.aspx**
- Other important policies and procedures related to the administration of federal student aid are found throughout the Policies and Procedures of the college, and on our college website. For more information related to these the policies of the college, please visit the Policies and Procedures section of this catalog located on pages **281-406**.

Instructional Computing

Serving the General Public

With Rio Salado, updating your computer skills is flexible, convenient, and fun.

- Rio Salado Computer Labs are located valley-wide.
- Rio Salado computer classes can be taken from your home, office, or at one of five computer labs.
- For computer technology questions and inquires, call: **480-517-8600**.
- Computer Technology certificate and degree programs are available. For a complete listing, visit: **www.riosalado.edu/programs/computers/Pages/default.aspx**

Internet and Print-Based Courses

Students work at one of the Rio Salado computer labs or from their home or office if they have the appropriate hardware and software. Each lab is staffed with lab assistants who are there to help with questions and provide support.

Computer Labs

Rio Salado College has a number of computer labs conveniently located throughout the Phoenix metropolitan area. For a complete listing of locations and hours, please visit: **www.riosalado.edu/locations/Pages/labs.aspx**

Computing Resources

- Valley-wide accessibility
- Computer Lab Helpdesk for student questions
- Over 84 personal computers available throughout the valley
- Internet access

International Education

Rio Salado College offers students the opportunity to come to the United States to study. We also offer international students the opportunity to study online from their home country. We are here to assist you in any way. For international students coming to the United States, we offer:

- Personalized admission assistance
- New student orientation
- Housing information
- Transfer information

As domestic students you can make lifelong friends and gain valuable cultural experiences through Study Abroad. For domestic students, we offer:

- Earn transferable college credit while studying abroad
- Study Abroad – long and short term programs in 31 countries
- Spanish immersion in Mexico
- MCCCD short term summer study abroad programs

For more information, call **480-517-8416** or visit: **www.riosalado.edu/international**

Graduation

When completing a program of study, a student must apply for his/her degree or certificate by March 1st in order to participate in the graduation ceremony held in May of the same year. If a student wishes to participate in the ceremony, he/she must also indicate this on his/her graduation application(s). Applications for summer and fall graduation are processed on a year-round basis, and degrees are posted to the student's records upon verification of successful completion. For more information visit:

www.riosalado.edu/graduation or call **480-517-8540**.

Library Services

We're here to help you:

- How Do I…? Video Series (online tutorials on how to find books, articles, eBooks, and more)
- Reference services (in-person, 24x7 live chat, and telephone available)
- Interlibrary loan service (to request books and articles from other libraries)
- Library Instruction (for in-person classes)
- Discipline-specific Subject Guides (featuring the best library and Web resources to assist with student research)
- Online Writing Lab (resources to help with common student needs, such as planning, revising, and editing a paper, and citing sources)



How to find us:

www.riosalado.edu/library

Rio Salado College@Tempe, 5th Floor, 2323 W. 14th St., Tempe, AZ, 85281

480-517-8424

1-866-670-8420 (outside Maricopa County)

The Rio Salado Library is committed to student success and provides a variety of materials and services to enhance your learning experience, both online and in-person. Your Maricopa Username (MEID) number is also your library card number. You can print a College ID/Library card at: **www.riosalado.edu/id**.

The Library provides:

- Books and DVDs (the Rio Salado library collection as well as access to all the other Maricopa Community College District libraries)
- Articles (online access to a wide variety of magazine, journal, newspaper, and encyclopedia articles across multiple subjects and disciplines)
- eBooks (access to general and reference collections of online books in virtually all academic subject areas)
- Media (streaming educational films and online image collections covering a wide variety of subjects)

Military Central

Your headquarters for your military education at Rio Salado College.

Rio Salado College has been selected by G.I. Jobs magazine as a "Military Friendly School" seven years in a row because of the College's dedication to providing military veterans with a quality education. By earning this designation, Rio Salado is among the top 15 percent of schools in the nation and will be recommended by the magazine as a quality school for veterans to attend. Additionally, Rio Salado is certified by the Arizona Department of Veterans' Services as an Arizona Veterans Supportive Campus.

Rio Salado participates in the GoArmyEd program, and partners with the Army National Guard Institute, the Coast Guard Institute, the Community College of the Air Force (CCAF) General Education Mobile (GEM) partnership, the Department of Defense Troops to Teachers Program, the My Career Advancement Account (MyCAA) workforce development scholarship, and the Navy College Program Distance Learning Partnership (NCPDLP). Rio Salado College is also a member of Luke Air Force Base's Fighter Country Partnerships.

Rio Salado supports military students, military spouses, dependents of military service-members and veterans by offering a wide range of courses, student services, T.A. eligible certificates/programs and a large welcome mat for the men and women in our Armed Forces. We want to help you reach your educational goals and stretch your educational dollars.

Servicemembers Opportunity Colleges (SOC) Degree Network System

Servicemembers Opportunity Colleges (SOC) was created in 1972 to provide educational opportunities to servicemembers experiencing trouble completing college degrees due to their frequent moves. SOC functions in cooperation with the Department of Defense (DoD) and Active and Reserve Components of the Military Services to expand and improve voluntary postsecondary education opportunities for servicemembers worldwide. It is funded by DoD through a contract with the American Association of State Colleges and Universities (AASCU). The contract is managed for DoD by the Defense Activity for Non-Traditional Education Support (DANTES).

The SOC Program is a cooperative civilian and military effort designed to link servicemembers to institutions that provide high quality education while 1) maximizing the proper award of academic credit for military training and experience, and alternative testing, and 2) facilitating the transferability of credits, so servicemembers can reach their educational goals and the goals of the Services.

Rio Salado College - Luke AFB

Through Rio Salado's programs at Luke Air Force Base, students can work full-time and earn up to 18 credit hours per semester in accelerated eight-week sessions. In-person classes at Luke AFB are open to all students, 16 years of age or older, regardless of military affiliation. The National Test Center (NTC) at Luke AFB offers College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and Pearson VUE professional certification and licensure exams. CLEP and DSST exams are free for active duty military personnel, guard, and reserve forces. Civilians with a military ID card may also use this facility for a fee.

Why do military students trust Rio Salado College?

- **Transferability**: Receive credits for your military training.
- **Quality**: Online courses delivered through our RioLearn course management system.
- **Convenience**: Take your classes when and where you want.
- **Customer Service**: Provided by a dedicated Military Advisement Team.
- **Experience**: More than 35 years of providing flexible educational opportunities.
- **Affordability**: Save thousands on tuition compared to many four-year institutions.
- **Support**: 24/7 instructional and technology helpdesks.

Make your new mission a college education.

www.riosalado.edu/military

East Valley Veterans Education Center: **480-384-9850**

Rio Salado College - Luke AFB: **480-377-4010** or **623-856-3239**

Rio Tempe: **480-517-8590** or toll-free **1-800-517-8590**

Registration

Registration Checklist

When you contact Rio, have the following information ready:

1. Student Identification Number. (Note: See page **41** for more information regarding Social Security Numbers.)
2. Course prefix, number, title, and course start date.
3. Credit card number (MasterCard, Visa, American Express, Discover/Novus) and expiration date. Payment can also be made by check, money order or eCashier.

   For more information on Tuition and Fees, see page **314-317**.
4. Placement test scores for English, reading, or math or proof of prerequisite.
5. A transcript must be submitted for prerequisite courses taken outside MCCCD.

Online Using My.maricopa.edu

My.maricopa.edu is an online self-service hub. New and continuing students can register and pay online using this tool. (For payment information, please see page **34**.) To register for classes, first visit **www.riosalado.edu/schedule** to select courses and build a worksheet. Print the worksheet and follow these steps:

New Students:

Go to **my.maricopa.edu** and:

1. Click "First Time Users Start Here" (MEID will be the student's username.)
2. Follow Steps 1-6 below.

Continuing Students Who Know Their MEID:

Login to **my.maricopa.edu** and:

1. Scroll to Admissions and verify admission to Rio Salado College. If Rio Salado is already listed, skip to step #3.
2. To add Rio Salado College, click MCCCD Admissions and choose Rio Salado as the college.
3. Select Degree and Certificate Programs for credit-based courses.
4. Select the attendance term.
5. Continue the new enrollment process, completing all required fields.
6. Add a class by entering the course number (Course NMR) from the completed worksheet.

By Phone

Call **480-517-8540** (or out-of-state **1-800-729-1197**). You may register by phone during the following hours:

Monday - Thursday: 8:00 a.m. - 7:00 p.m.

Friday: 8:00 a.m. - 5:00 p.m.

The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation:

www.riosalado.edu/selfserve

Saturday: CLOSED

In Person

Come to the Rio Tempe office. At Rio Tempe, you may also pay by cash. (Note: if paying with cash, exact change is required on Saturday.) Student Affairs and Advancement hours are:

Monday - Thursday: 8:00 a.m. - 7:00 p.m.

Friday: 8:00 a.m. - 5:00 p.m.

The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation:

www.riosalado.edu/selfserve

Saturday: CLOSED

Registration

By Mail/Fax

1. Complete a Student Information Form.
2. Select your course/s.
3. Mail your completed form and copy of your placement test scores (if registering for English, reading, or math), along with payment to: Rio Salado College, ATTN: Registration; 2323 West 14th St.; Tempe, AZ 85281; or fax completed Student Information Form, with credit card number, expiration date, and security code to **480-517-8199**.

Drop/Add

During the drop/add period, students may revise their schedules. These changes can be made online at **my.maricopa.edu,** by calling Student Affairs and Advancement at **480-517-8540** or in person at Rio Salado Tempe. For 13-16 week classes, after the drop/add period, students may be permitted to change their schedule only after consultation with the instructors involved. Deadlines for full refund and tuition/fee cancellation are published each semester in the class schedule. When registering for "flex start" classes, which start every week, registration must be received by the Monday of the start date.

Withdrawals

A student who must withdraw from a class after the drop/add period must inform Student Affairs and Advancement. Failure to withdraw officially may result in a punitive grade on a transcript and responsibility for any unpaid tuition and fees. Call **480-517-8540** for withdrawal information.

Class Cancellation

Rio Salado College reserves the right to cancel classes based on class size; to make other changes as college needs require; and to change, without notice, any of the information, requirements, and regulations published in the class schedule.

Student Insurance

All students taking credit or non-credit courses are covered by a college accident insurance policy, with certain benefit limitations. The premium is included in the activity fee that is paid at registration. The college policy covers students directly on their way to and from classes, while in class, or while attending official college functions.

For more information, contact Rio Salado's Student Enrollment Services office at **480-517-8152** or visit:

www.maricopa.edu/legal/rmi/stuinsplans.htm

Social Security Number

Correct Social Security numbers are required for students applying for financial aid or to report information pertaining to potential education tax credits. Contact Student Affairs and Advancement at **480-517-8540**.

Student Address or Telephone Number Change

All students who have a change of address or telephone number should notify the Rio Salado Student Affairs and Advancement Office immediately so that records can be accurate.

- Call **480-517-8540**.
- Students can also change their address online at: **my.maricopa.edu**

Semester Blocks at Rio Salado College

Overview

Rio Salado College's academic calendar is divided into three terms (fall, spring, summer). The Fall and Spring terms have 16 semester blocks. The Summer term has 8 semester blocks.

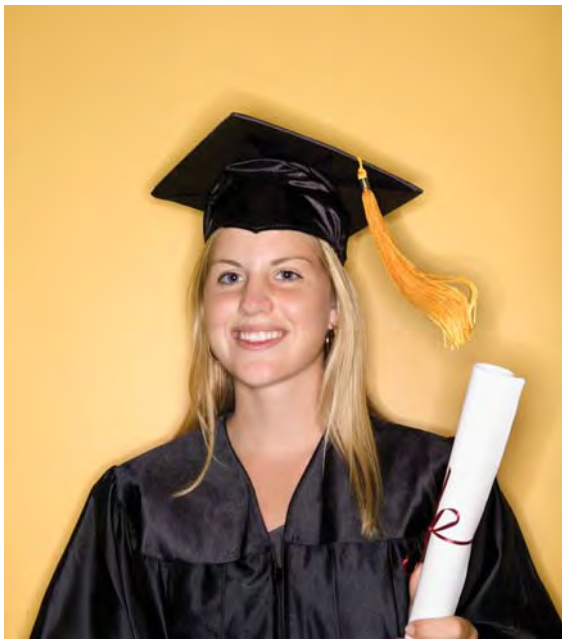
If you are planning to earn a degree, certificate, or pursue the Post-Baccalaureate program, you will be placed into a semester block. When you select a start date for your classes, your start date will determine your semester block for that term, and all coursework for that term must be completed within your semester block's start and end date.

For example, in **Fall Term 2015**, Semester Block 1 begins **August 24th** and ends on **December 12th**.

All of your **Fall** classes must be completed within that timeframe. A 16-week class will span the entire semester block and must begin on the semester block start date. For classes less than 16 weeks long, you can choose from several available start dates.

Some programs may have a Specialized Semester Block Calendar that differs from the Standard Semester Block Calendar. Programs and pathways that are not Federal Student Aid Title IV eligible are excluded from the Semester Block Calendar.

Contact an academic advisor at **480-384-9814** to learn about the semester block calendars associated with your program of study, or for more information, visit: **www.riosalado.edu/calendar**



Student Academic Achievement Recognition

Honors Program

Since its inception in 1981-1982, the Honors Program at Rio Salado College has provided intellectually stimulating learning opportunities for academically outstanding students. The program includes scholarships, distinguished multidisciplinary classes, the Honors Forum Lecture Series, and cultural opportunities including Symphony Connections and free admission to the Phoenix Art Museum.

Students who have completed 12 or more credits of 100- or 200-level college work at Rio Salado College or another MCCCD college with a cumulative GPA of 3.25 or higher are eligible to receive the Honors Achievement Award (a partial fee waiver) as a member of the Honors Program. Honors membership is also available to students as a Presidents' Scholar if they are within one year after their high school graduation, have graduated in the top 20% of their class from an in-county NCA accredited school, and have excellent scores on all three placement tests (or requisite coursework). Presidents' Scholars receive a scholarship amount equal to 15 credits of tuition, plus the $15 registration fee. There are four additional pathways in which students may qualify for the Presidents' Scholarship. They are listed on the Honors website page at **www.riosalado.edu/honors**. All Honors students enroll in specified honors courses which are designed to challenge the high achiever.

For more information on the Honor Program, email the Honors Program Director or Honors Assistant, Rio Salado College, 2323 W. 14th St., Tempe, AZ 85281-6950, or call **480-517-8284**.

President's Honor Roll

The honor roll is determined each fall and spring semester and includes students who have achieved a grade point average (GPA) of 3.75 or higher in twelve or more credits during the preceding academic term. Honor roll students receive a letter of congratulations from the College President.

Phi Theta Kappa International Honor Society

Phi Theta Kappa is the international honor society of two-year colleges. It is the largest honor society in American higher education with over 2 million members and more than 1,200 chapters located in all 50 states and abroad.

Phi Theta Kappa emphasizes four hallmarks: Scholarship, Leadership, Service, and Fellowship. These hallmarks serve as the foundation for PTK activities. Thus, Phi Theta Kappa not only recognizes community college students who have achieved academic excellence, but it also calls for students to engage in service, to grow as leaders, and to become effective advocates for excellence on their campuses and in their communities.

To be eligible for membership in Phi Theta Kappa, students must have a cumulative GPA of 3.5, have completed a minimum of 12 college credits, and be currently enrolled in at least one class with Rio Salado College.

To find out more about Phi Theta Kappa or become involved with the chapter, please write:

Phi Theta Kappa
Rio Salado College
2323 W. 14th St.
Tempe, AZ 85281
or call: **480-517-8656**.

Testing Center

Testing Center Locations

RSC Tempe

2323 W. 14th St.
Tempe, AZ 85281
480-517-8560

RSC Southern

3320 S. Price Rd.
Tempe, AZ 85282
480-377-4160

RSC Northern

1715 W. Northern Ave.
Phoenix, AZ 85021
480-377-4204

RSC Avondale

420 N. Central Ave.
Avondale, AZ 85323
480-377-4402

RSC Thomas

3631 W. Thomas Rd.
Phoenix, AZ 85019
480-377-4316

RSC Luke

Luke Air Force Base
7383 N. Litchfield Rd.
Glendale AZ 85309
480-377-4010

Communiversity at Surprise

15950 N. Civic Center Plaza
Surprise, AZ 85374
480-384-9050

Communiversity at Queen Creek

21740 S. Ellsworth Rd.
Queen Creek, AZ 85142
480-384-9317

RSC Downtown

619 N. 7th Ave.
Phoenix, AZ 85007
480-377-4080

Testing Center

The Testing Center promotes academic achievement and success by providing efficient and accessible services in a secure testing environment. We have testing sites conveniently located throughout Maricopa County offering college course placement, distance learning testing, proctoring services for the community, and credit for prior learning.

Rio Salado belongs to the National College Testing Association and strictly adheres to their standards and guidelines.

For more information on testing guidelines, requirements, hours, and testing tips, visit: **www.riosalado.edu/testing**

Transcripts

To have a transcript of Rio Salado coursework sent to another college, fax your request to **480-377-4741**, or mail it to the Office of Student Affairs and Advancement. Include your name, student ID number, where the transcript should be sent, and your signature.

Unofficial transcripts and transcripts sent within MCCCD are free of charge. Official transcripts are $5.00. Include a credit card number and expiration date with your faxed request.

You can view your transcript or order an official transcript online at: **www.riosalado.edu/transcripts**

Tutoring

Smart students use tutors! Rio Salado offers free tutoring in a variety of subjects helping students understand course content, improve study skills, and develop confidence needed to succeed in their classes. Depending on the subject, tutoring is available in these formats:

- In-person
- Online (Smarthinking)

For more information, please visit: **www.riosalado.edu/tutoring**

Veterans Affairs



Veterans Affairs Office

The Veterans Affairs Office (VAO) is located at the Rio Salado Administrative Office at 2323 W. 14th St., Tempe, Arizona 85281-6950.

All students applying for or receiving VA educational benefits must select a program of study. As such students are encouraged to visit with a military academic advisor before enrolling into their courses. Military advisors will assist students in selecting a semester block that will correspond to one of the VAO's processing deadlines. Upon completion of enrollment, the VAO is available to assist students in applying for and understanding their Veterans Administration (VA) educational benefits. The VAO also provides a comprehensive VA Informational Packet (updated yearly) on our website that addresses many VA educational benefit policies and questions.

Veterans must initially apply for educational benefits online through the Department of Veteran Affair's website.

We also recommend that students submit their Certificate of Eligibility and DD214 to the VAO prior to their first term. Each term a student plans on utilizing their benefit, the student must submit a MCCCD Request for Benefits Form.

Tuition deferments are provided upon receipt of the MCCCD Request for Benefits Form or an authorized Parent School Letter (letter from your primary school authorizing enrollment at Rio Salado College). Deferments are temporary and the student is responsible for paying his/her tuition and fees on the date specified by the college. Deferments must be approved by the VA coordinator.

All enrollment certifications will be submitted to the Department of Veteran Affairs, one week after the start date of the student's course and/or semester block. A confirmation email will be sent to the student upon certification.

If the VA student is currently enrolled in another institution, he/she must notify the Veterans Office at both colleges, so that the VA Regional Office can be properly advised.

Office hours for the Veterans Affairs:

Monday through Friday:

9:00 a.m. to 5:00 p.m.

For more information, please call **480-517-8153** or visit: **www.riosalado.edu/veterans**

Community Services

College Bridge Pathways

Rio Salado's College Bridge Pathways provides non-traditional students with a bridge to college level programs. College Bridge Pathways helps students strengthen academic skills, build confidence, and begin a college career in a successful learning environment. Rio Salado's College Bridge Pathways include:

- **Adult Basic Education (ABE)**
  In-person classes for students who did not complete high school and for high school graduates who need to review basic reading, writing, and math skills.
- **Adult Secondary Education (ASE)**
  In-person and online classes designed to help students prepare for the GED test to obtain their high school equivalency diploma.
- **English Language Acquisition for Adults (ELAA)**
  In-person classes for non-native English speakers to improve their English.
- **Adults Achieving a College Education (AACE)**
  A combination of High School Equivalency (HSE) and college classes provided in-person, online, or hybrid.

For more information, contact us at **480-377-4050** or **480-517-8110** or visit: **www.riosalado.edu/abe**.

Rio Salado Lifelong Learning Center

The Rio Salado College Lifelong Learning Center, located at 12535 W. Smokey Drive in Surprise, Arizona, provides non-credit classes to meet community needs. The Lifelong Learning Center hosts a variety of College Bridge Pathways classes. The center is also home to **RISE Learning for Life**.

RISE, a locally-based program serving the Northwest Valley, offers individuals a unique opportunity to design, administer, and enjoy intellectually stimulating classes. Members of RISE also learn outside of class through free lecture series, travel programs, social events, and informal sessions with a network of compatible friends. The program offers college-level learning experiences but requires no tests, homework, or credit classes. It's a wonderful way to expand your horizons and meet new, interesting people. For more information, call **480-377-4250**.

Adults Achieving a College Education (AACE) Program

Adults Achieving a College Education (AACE) is an accelerated developmental track and college/career pathways program for students in Rio Salado's College Bridge Pathways. Based on the Maricopa ACE cohort model, AACE offers students the opportunity to simultaneously attend in-person, hybrid, or online college classes while completing their High School Equivalency (HSE) classes. In many cases, college classes are offered at the same location as the HSE classes. Students attend these classes two evenings or one evening and a Saturday morning each week.

Benefits of the program include scholarships, assistance with books and financial aid, and wrap-around support services such as customized advisement, tutoring, and counseling. Students in the program also improve their computer technology skills and learn how to be effective online learners.

Upon completion of AACE, students will be ready to pursue a certificate, degree, or workforce training program leading to improved job and career opportunities.

For more information, contact **480-517-8090 / 480-377-4065**.



REACHING OUT TO OUR COMMUNITIES

Through its Division of Public Service, Rio Salado College reaches out to communities state-wide to entertain, inform, assist and educate Arizona's citizens.

KJZZ/KBAQ

KJZZ 91.5 and KBAQ 89.5 are listener-supported public broadcasting stations licensed to the Maricopa Community College District and a community service of Rio Salado College's Division of Public Service. KJZZ features a mix of award-winning local and NPR news, entertainment, jazz and blues—serving more than 229,100 weekly listeners. KBAQ is the only classical music station in the Valley— serving more than 189,100 weekly listeners. Listeners can also access programming online at kjzz.org and kbaq.org.

For more information visit riosalado.edu/public-service.

Sun Sounds of Arizona

Sun Sounds of Arizona-Radio Reading Service

Sun Sounds of Arizona provides audio access to printed information for anyone who cannot see, hold or understand printed material due to a disability. Newspapers, magazines, advertisements, and other text-based materials are available to members at no charge via a special receiver, or on FM 89.5 HD3, telephone, internet streaming, or download on demand. To donate, volunteer, or apply for service, visit sunsounds.org or call 480-774-8300.

SPOT 127

KJZZ's SPOT 127 is a facility and an innovative program designed to empower high school students to develop skills in digital media, radio and journalism. Through the collaboration of Rio Salado College, KJZZ 91.5 FM and Friends of Public Radio Arizona, SPOT 127 offers diverse programs for high school age students that are designed to foster skill development, internships and job opportunities. Visitspot127.org or call 480-377-4490.



SERVING ADULT LEARNERS IN ARIZONA

Did you know?

Rio Salado is the largest provider of **Adult Basic Education** in Arizona.

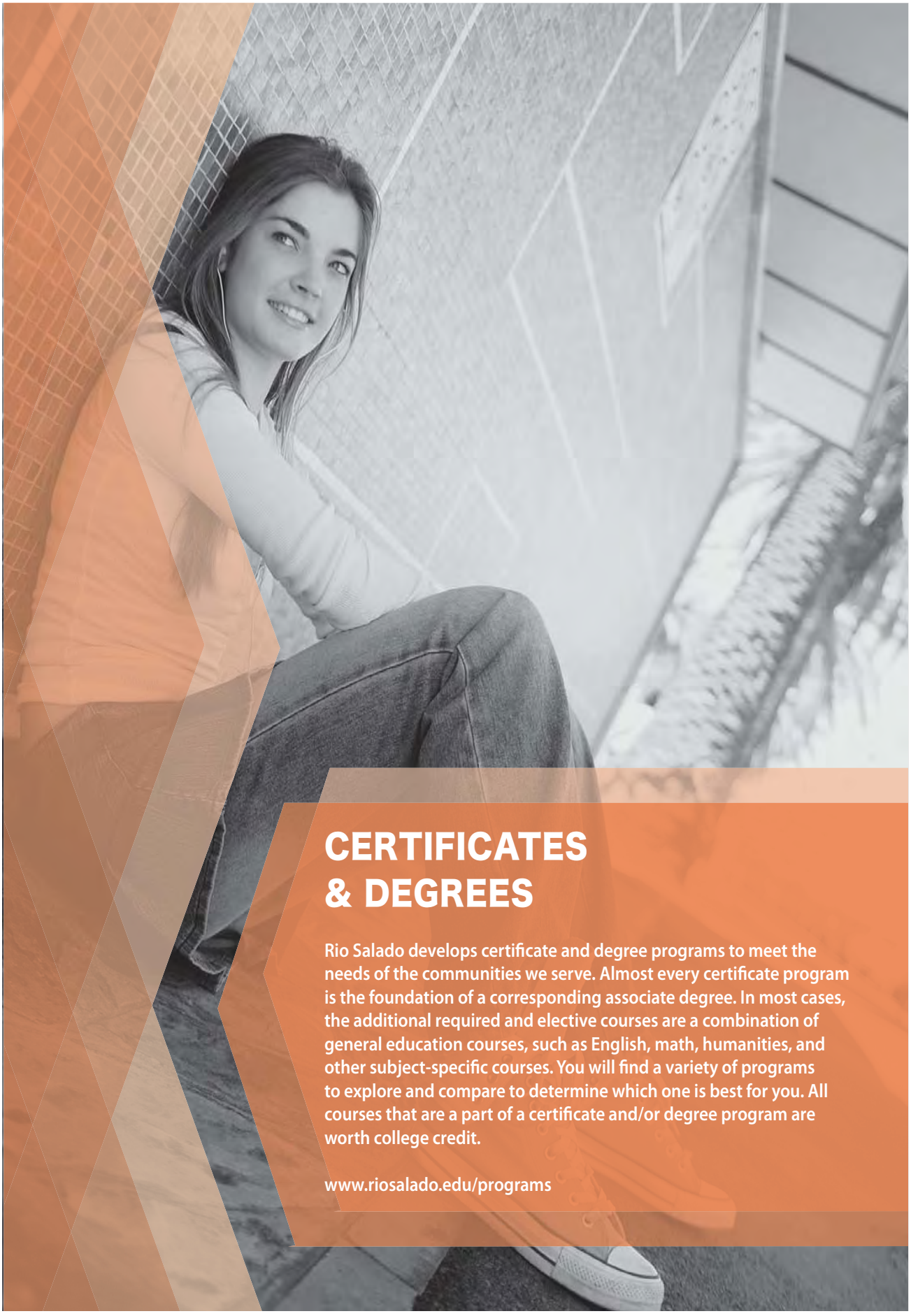
Rio Salado College's College Bridge Pathways is an educational service for adults in Maricopa County. Classes are offered to help adults improve basic reading, writing and math skills, and to prepare for the high school equivalency exam. These classes help students become more self-sufficient by improving job skills and laying the foundation for a better future.

Pathway Options & Classes

- Adult Basic Education
- Adult Secondary Education
- HSE – in-person, online, and hybrid models
- English Language Acquisition for Adults – in-person, online, and hybrid models
- STAR-PATH
- Adults Achieving a College Education

Classes are self-paced. Instructors work with students to identify their individual learning goals and to develop plans to reach those goals. Books and materials are provided for use in the classroom. Classes meet during convenient daytime and evening hours at six locations in Maricopa County.

For more information visit riosalado.edu/cbp.



CERTIFICATES & DEGREES

Rio Salado develops certificate and degree programs to meet the needs of the communities we serve. Almost every certificate program is the foundation of a corresponding associate degree. In most cases, the additional required and elective courses are a combination of general education courses, such as English, math, humanities, and other subject-specific courses. You will find a variety of programs to explore and compare to determine which one is best for you. All courses that are a part of a certificate and/or degree program are worth college credit.

www.riosalado.edu/programs

CERTIFICATES & DEGREES

Accounting
Certificate of Completion in: Accounting
Associate in Applied Science in: Accounting

Addictions and Substance Use Disorders
Certificate of Completion in:
Addictions and Substance Use Disorders Level I
Addictions and Substance Use Disorders Level II
Professional Addictions Counseling
Associate in Applied Science in:
Addictions and Substance Use Disorders

Adult Learning and Development
Certificate of Completion in:
Adult Learning and Coaching Development
Adult Learning and Development
Associate in Applied Science in:
Adult Learning and Development

Community Dental Health Coordination
Certificate of Completion in:
Community Dental Health Coordination

Computer Technology
Certificate of Completion in:
Computer Usage and Applications
Advanced Computer Usage and Applications
Digital Design
Networking: Design and System Support
Web Design: User Interface
Associate in Applied Science in: Computer Technology

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

Dental Assisting (Clinical)
Certificate of Completion in: Clinical Dental Assisting
Associate in Applied Science in: Clinical Dental Assisting

Dental Hygiene
Associate in Applied Science in: Dental Hygiene

Dental Office Management
Associate in Applied Science in:
Dental Office Management

Early Childhood Administration and Management
Associate in Applied Science in:
Early Childhood Administration and Management

Early Learning and Development
Certificate of Completion in:
Family Child Care Management
Infant and Toddler Development
Associate in Applied Science in:
Early Learning and Development

eLearning Design Specialist
Certificate of Completion in:
eLearning Design Specialist
Associate in Applied Science in:
eLearning Design Specialist

Energy Systems Technology
Certificate of Completion in
Energy Systems Technology

Entrepreneurial Studies
Certificate of Completion in
Entrepreneurial Studies Level I
Entrepreneurial Studies Level II

Family Engagement Specialist
Certificate of Completion in:
Family Engagement Specialist

Family Life Education
Certificate of Completion in:
Adolescent Development
Adult Development and Aging
Child and Family Organization Management and Administration
Parent Education
Associate in Applied Science in:
Family Life Education

General Business
Certificate of Completion in: General Business
Associate in Applied Science in: General Business

Law Enforcement Technology
Certificate of Completion in:
Law Enforcement Technology
Associate in Applied Science in:
Law Enforcement Technology

Military Leadership
Certificate of Completion in: Military Leadership
Associate in Applied Science in: Military Leadership

Mobile Apps Programming
Certificate of Completion in:
Mobile Apps Programming
Programming
Associate in Applied Science in:
Mobile Apps Programming

Organizational Management
Certificate of Completion in:
Organizational Leadership
Associate in Applied Science in:
Organizational Management

Paralegal
Certificate of Completion in: Paralegal
Associate in Applied Science in: Paralegal

Public Administration
Certificate of Completion in:
Public Administration
Associate in Applied Science in:
Public Administration

Quality Customer Service
Certificate of Completion in:
Quality Customer Service
Associate in Applied Science in:
Quality Customer Service

Retail Management
Certificate of Completion in: Retail Management
Associate in Applied Science in: Retail Management

Small Business Start-Up
Certificate of Completion in:
Small Business Start-Up

Sustainable Food Systems
Certificate of Completion in:
Sustainable Food Systems
Associate in Applied Science in:
Sustainable Food Systems

Accounting

CCL in Accounting Suggested Course Sequence

Semester 1: 12 credits

ACC105	3
ACC111 or ACC211	3
CIS105	3
GBS151	3

Semester 2: 8 credits

ACC112* or ACC230*	3
ACC115*	2
CIS114DE	3

Semester 3: 6 credits

ACC212* or ACC240*	3
GBS205	3

Modifications to programs and courses may occur throughout the academic year. For the most updated information on curriculum, see our website at: **www.riosalado.edu/programs**. To speak to an academic advisor, call **480-517-8580**.

Certificate of Completion in Accounting

The Certificate of Completion (CCL) in Accounting program is designed for students seeking to gain skills and knowledge in the field of accounting. Possible entry-level positions for this program include accounting clerk, accounts payable/receivable clerk, claims clerk, credit clerk, full-charge bookkeeper, accounting intern, or comparable positions. An Associate in Applied Science (AAS) is also available.

CIPS Code: 52.0301

Program Notes:

Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 23-26

ACC111	Accounting Principles I (3) **AND**	
ACC230*	Uses of Accounting Information I (3) **AND**	
ACC240*	Uses of Accounting Information II (3)	
	OR	
ACC111	Accounting Principles I (3) **AND**	
ACC112*	Accounting Principles II (3) **AND**	
ACC212*	Managerial Accounting SUN# **ACC2202** (3)	
	OR	
ACC211	Financial Accounting SUN# **ACC2201** (3) **AND**	
ACC212*	Managerial Accounting SUN# **ACC2202** (3)	6-9
ACC105	Payroll, Sales and Property Taxes	3
ACC115*	Computerized Accounting	2
CIS105	Survey of Computer Information Systems SUN# **CIS1120**	3
CIS114DE	Excel Spreadsheet	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3

** Indicates course has a Prerequisite and/or Corequisite.*

Accounting

Associate in Applied Science in Accounting

The Associate in Applied Science (AAS) in Accounting program is one of several options for students seeking to gain skills and knowledge in the field of accounting. Possible entry-level jobs for this program include accounting clerk, accounts payable/receivable clerk, claims clerk, credit clerk, full-charge bookkeeper, accounting intern, or comparable positions. A Certificate of Completion (CCL) is also available.

CIPS Code: 52.0301

Program Notes:

Consultation with an Academic Advisor is recommended for course selection.

Program Prerequisites: 0-3

CRE101*	College Critical Reading (3) **OR**	
Equivalent as indicated by assessment.		0-3

Required Courses: 29-32

ACC111	Accounting Principles I (3) **AND**	
ACC230*	Uses of Accounting Information I (3) **AND**	
ACC240*	Uses of Accounting Information II (3)	
	OR	
ACC111	Accounting Principles I (3) **AND**	
ACC112*	Accounting Principles II (3) **AND**	
ACC212*	Managerial Accounting SUN# **ACC2202** (3)	
	OR	
ACC211	Financial Accounting SUN# **ACC2201** (3) **AND**	
ACC212*	Managerial Accounting SUN# **ACC2202** (3)	6-9
ACC105	Payroll, Sales and Property Taxes	3
ACC115*	Computerized Accounting	2
ACC121	Income Tax Preparation (3) **OR**	
ACC221*	Tax Accounting (3)	3
CIS105	Survey of Computer Information Systems SUN# **CIS1120**	3
CIS114DE	Excel Spreadsheet	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS233*	Business Communication	3

AAS in Accounting Suggested Course Sequence

Semester 1: 12 credits

CIS105	3
ECN211 or ENC212 or SBU200	3
ENG101* or ENG107*	3
Any Humanities course	3

Semester 2: 9-14 credits

ACC111 or ACC211	3
CRE101* or Equivalent	0-3
ENG102* or ENG108*	3
MAT120/121/122*	3-5

Semester 3: 12 credits

ACC112* or ACC230*	3
ACC115*	2
Any Natural Sciences course	3
Any Oral Communications course	3

Semester 4: 12 credits

ACC105	3
ACC121 or ACC221*	3
ACC212* or ACC240*	3
CIS114DE	3

Semester 5: 12 credits

GBS151	3
GBS205	3
GBS233*	3
Select 3 credits from the list of Restricted Electives	3

Semester 6: 6 credits

Select 6 credits from the list of Restricted Electives	6

** Indicates course has a Prerequisite and/or Corequisite.*

Accounting

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Accounting
(23-26 credits)

Associate in Applied Science in:

Accounting
(60-65 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Restricted Electives: 9

ACCxxx	Any ACC Accounting course(s) except courses used to satisfy Required Courses area.	9
CIS117DM	Microsoft Access: Database Management	3
GBS110	Human Relations in Business and Industry (3) **OR**	
MGT251	Human Relations in Business (3)	3
GBS131	Business Calculations	3
GBS207	Business Law (General Corporate)	3
GBS220*	Quantitative Methods in Business	3

General Education Requirements: 22-24

General Education Core: 12-14

First-Year Composition 6

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**
ENG107*	First-Year Composition for ESL (3) **AND**
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG108*	First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0

Met by CRE101 College Critical Reading **OR**
Equivalent as indicated by assessment in the Program Prerequisites area.

Mathematics 3-5

MAT120*	Intermediate Algebra (5) **OR**
MAT121*	Intermediate Algebra (4) **OR**
MAT122*	Intermediate Algebra (3) **OR**

Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved General Education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

ECN211	Macroeconomic Principles SUN# ECN2201 (3) **OR**
ECN212	Microeconomic Principles SUN# ECN2202 (3) **OR**
SBU200	Society and Business (3)

Natural Sciences 4

Any approved General Education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Addictions and Substance Use Disorders

Certificate of Completion in Addictions and Substance Use Disorders Level I

The Certificate of Completion (CCL) in Addictions and Substance Use Disorders Program is designed to prepare individuals with the skills necessary to become an addictions and substance use disorders professional, as well as provide continuing education to current professionals. Courses in the Certificate of Completion in Addictions and Substance Use Disorders Level I focus on theories and techniques, ethics, communication skills, interviewing and documentation, and recovery and relapse.

CIPS Code: 51.1501

Program Notes:

Licensing and certification requirements vary by state.

Required Courses: 21

BHS205*	Therapeutic Intervention Models	3
ASD100	Foundations of Addictions and Substance Use Disorders	3
ASD102	Communication Skills in Treating Addiction	3
ASD110	Pharmacology of Substances of Abuse and Dependency	3
ASD120	Professional Ethics in Addictions and Substance Use Disorders	1
ASD145	AIDS and Addiction	1
ASD150	Principles of Self-Help Groups	2
ASD161	Beginning Clinical Documentation Skills	3
ASD165	Theories and Techniques in the Treatment of Addictions	2

CCL in Addictions and Substance Use Disorders Level I Suggested Course Sequence

Semester 1: 12 credits

ASD100	3
ASD102	3
ASD110	3
ASD120	1
ASD150	2

Semester 2: 9 credits

ASD145	1
ASD161	3
ASD165	2
BHS205*	3

** Indicates course has a Prerequisite and/or Corequisite.*

Addictions and Substance Use Disorders

CCL in Addictions and Substance Use Disorders Level II Suggested Course Sequence

Semester 1: 12 credits

ASD100	3
ASD102	3
ASD110	3
ASD120	1
ASD150	2

Semester 2: 12 credits

ASD145	1
ASD161	3
ASD165	2
ASD220	3
BHS205*	3

Semester 3: 12 credits

ASD226	3
ASD236	2
ASD245	2
ASD250	3
Select 2 credits from the list of Restricted Electives	2

Semester 4: 3 credits

ASD275*	3

Certificate of Completion in Addictions and Substance Use Disorders Level II

The Certificate of Completion (CCL) in Addictions and Substance Use Disorders Program is designed to prepare individuals with the skills necessary to become an addictions and substance use disorders professional, as well as provide continuing education to current professionals. Courses in the Certificate of Completion in Addictions and Substance Use Disorders Level II focus on advanced theories and techniques, family dynamics and relationships, and multicultural and diverse populations.

CIPS Code: 51.1501

Program Notes:

Licensing and certification requirements vary by state.

Program Prerequisites: 21

Certificate of Completion in Addictions and Substance Use Disorders Level I	21

Required Courses: 16

ASD220	Family Dynamics and Addiction	3
ASD226	Counseling Multicultural and Diverse Populations	3
ASD236	Relapse, Recovery, and Addiction	2
ASD245	Co-Occurring Disorders	2
ASD250	Group Interventions	3
ASD275*	Advanced Theory and Techniques in the Treatment of Addiction Disorders	3

Restricted Electives: 2

Students must meet with a Program Advisor to identify course selections:

ASD130	Legal Aspects of Addiction	1
ASD215	Adult Children of Alcoholics	1
ASD280*	Addictions and Substance Use Disorders Practicum	6
ASD284	Current Issues and Addictions Seminar	0.5
ASD285	Addictions Seminar *(Note: ASD285 may be repeated for a total of four (4) credit hours. Various topics offered)*	1
ASD285xx	Addictions and Substance Use Disorders Seminar course	1
ASD294	Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing/Certification Exams	3
CPDxxx	Any CPD Counseling and Personal Development Course	1-3
PSY2xx*	Any 200 Level PSY Psychology Course	3
SOC2xx*	Any 200 Level SOC Sociology Course	3
SWU2xx*	Any 200 Level SWU Social Work Course	3

** Indicates course has a Prerequisite and/or Corequisite.*

Addictions and Substance Use Disorders

Associate in Applied Science in Addictions and Substance Use Disorders

The Associate in Applied Science (AAS) in Addictions and Substance Use Disorders is designed to prepare individuals with the skills necessary to become an addictions and substance use disorders professional, as well as provide continuing education to current professionals. Courses in the program focus on theories and techniques, ethics, communication skills, interviewing and documentation, and recovery and relapse. Courses also focus on advanced theories and techniques, family dynamics and relationships, and multicultural and diverse populations. The program includes a Certificate of Completion in Addictions and Substance Use Disorders Level I, a Certificate of Completion in Addictions and Substance Use Disorders Level II, and an Associate in Applied Science in Addictions and Substance Use Disorders. In addition, a Certificate of Completion in Professional Addictions Counseling is also available.

CIPS Code: 51.1501

Program Notes:

Licensing and certification requirements vary by state.

Required Courses: 39

Certificate of Completion in Addictions and Substance Use Disorders Level II 39

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **AND**
ENG102* First-Year Composition
SUN# ENG1102 (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Equivalent as indicated by assessment

AAS in Addictions and Substance Use Disorders Suggested Course Sequence

Semester 1: 12 credits

ASD100	3
ASD102	3
ENG101*	3
Oral Communications	3

Semester 2: 9-12 credits

ASD110	3
ASD120	1
ASD150	2
CRE101* or Equivalent	3
MAT112* or Equivalent	3

Semester 3: 12 credits

ASD145	1
ASD161	3
ASD165	2
ENG102*	3
Humanities and Fine Arts	3

Semester 4: 13 credits

ASD220	3
BHS205*	3
PSY101 or PSY270*	3
Natural Sciences	4

Semester 5: 12 credits

ASD226	3
ASD236	2
ASD245	2
ASD250	3
Select 2 credits from the list of Restricted Electives	2

Semester 6: 3 credits

ASD275*	3

** Indicates course has a Prerequisite and/or Corequisite.*

Addictions and Substance Use Disorders

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Addictions and Substance Use Disorders Level I (21 credits)
- Addictions and Substance Use Disorders Level II (39 credits)

Associate in Applied Science in:

- Addictions and Substance Use Disorders (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00



General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

PSY101 Introduction to Psychology
SUN# PSY1101 (3) **OR**
PSY270* Personal and Social Adjustment (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Addictions and Substance Use Disorders

Certificate of Completion in Professional Addictions Counseling

The Certificate of Completion (CCL) in Professional Addictions Counseling program is designed to provide addictions specific education to practicing behavioral health professionals. Courses focus on self-help groups, the recovery process, relapse factors, family dynamics, and the various medical, emergent, and intervention models. This program has also been designed to help professionals meet their educational requirements for state and/or national addiction certification, as well as gain continuing education credits.

CIPS Code: 51.1501

Program Notes:

Licensing and certification requirements vary by state.

Program Prerequisites:

Students must have an Associates, Bachelors, Masters, or Doctoral degree in behavioral health or a related field.

Required Courses: 8

ASD285II	Multicultural Aspects	1

Students must choose a total of 7 credits from the following list of seminars. Seminar courses may be repeated up to four times each.

ASD285	Addictions Seminar	1
ASD285AA	Treatment for Stimulant Use Disorders Seminar	1
ASD285BB	Adolescent Substance Abuse Treatment Seminar	1
ASD285CC	Addiction Review Seminar	1
ASD285DD	Motivation for Change in Substance Abuse Treatment Seminar	1
ASD285EE	Domestic Violence and Substance Abuse Seminar	1
ASD285FF	Street Drugs Seminar	1
ASD285GG	Addictive and Medical Plants Seminar	1
ASD285HH	Intervention and Treatment for Addictions and Substance Use Disorders Seminar	1

Restricted Electives: 3-6

ASD220	Family Dynamics and Addictions	3
ASD250	Group Interventions	3
ASD280*	Addictions and Substance Use Practicum	6
ASD294	Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing/ Certification Exams	3

CCL in Professional Addictions Counseling Suggested Course Sequence

Semester 1: 8 credits

ASD285II 1

AND

Select 7 credits from the following course list:

ASD285 or ASD285AA or ASD285BB or ASD285CC or ASD285DD or ASD285EE or ASD285FF or ASD285GG or ASD285HH

Semester 2: 3-6 credits

Restricted Electives 3-6

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Professional Addictions Counseling (11-14 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Adult Learning and Development

CCL in Adult Learning and Coaching Development Suggested Course Sequence

Semester 1: 10-12 credits

CFS204	1
EDA200	3
EDA220	3
EDA241 or EDA250	1-3
EDA242	2

Semester 2: 6 credits

EDA245	3
EDA246	1
EDA255	1
EDA260*	1

CCL in Adult Learning and Development Suggested Course Sequence

Semester 1: 8 credits

EDA200	3
EDA220	3
EDA246	1
EDA255	1

Semester 2: 8 credits

EDA230	3
EDA240*	3
EDA254*	1
EDA265*	1

AAS in Adult Learning and Development Suggested Course Sequence

Semester 1: 12 credits

Students must complete 1 of 2 tracks:

Track 1: Adult Learning and Development:

COM100	3
EDA200	3
EDA220	3
ENG101* or ENG107*	3

Certificate of Completion in Adult Learning and Coaching Development

The Certificate of Completion (CCL) in Adult Learning and Coaching Development program is designed to prepare individuals who work with adult learners in developing coaching strategies and techniques. Curriculum emphasizes reflective practice, current theory, and best practices in adult development, motivating and mentoring adult learners, and dealing with adults with learning disabilities in addition to ethical and professional principles.

CIPS Code: 13.1201

Required Courses: 16-18

CFS204	Reflective Supervision	1
EDA200	Adult Development	3
EDA220	Introduction to the Adult Learner	3
EDA241 EDA250	Coaching Across Generations (1) OR Mentoring the Adult Learner (3)	1-3
EDA242	Introduction to Adults with Learning Disabilities	2
EDA245	Introduction to Coaching: Theory to Practice	3
EDA246	Motivating Adult Learners	1
EDA255	Ethical and Professional Principles	1
EDA260*	Coaching Practicum	1

Certificate of Completion in Adult Learning and Development

The Certificate of Completion (CCL) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. Curriculum emphasizes reflective practice, current theory, and best practices in motivating adult learners, assessment, and evaluation methods for the adult learner. Curriculum development and teaching methods for adult learners also covered in addition to ethical and professional standards.

CIPS Code: 13.1201

Required Courses: 16

EDA200	Adult Development	3
EDA220	Introduction to the Adult Learner	3
EDA230*	Curriculum Development in Adult Education	3
EDA240*	Teaching Methods for Adult Learning	3
EDA246	Motivating Adult Learners	1
EDA254*	Assessment and Evaluation of Adult Learners	1
EDA255	Ethical and Professional Principles	1
EDA265*	Adult Educator Practicum	1

** Indicates course has a Prerequisite and/or Corequisite.*

Adult Learning and Development

Associate in Applied Science in Adult Learning and Development

The Associate in Applied Science (AAS) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. Curriculum emphasizes reflective practice, current theory, and best practices in adult development, motivating and mentoring adult learners, developing coaching strategies, teaching methods and curriculum in addition to dealing with adults with learning disabilities. Also covers ethical and professional principles in the field. In addition, the program includes a Certificate of Completion in Adult Learning and Development and a Certificate of Completion in Adult Learning and Coaching Development.

CIPS Code: 13.1201

Required Courses: 22-24

Certificate of Completion in Adult Learning and Development (16) OR

Certificate of Completion in Adult Learning and Coaching Development (16-18) 16-18

AND

EDU272*	Educational Psychology	3
PSY260*	Psychology of Personality	3

Restricted Electives: 15-17

EDAxxx	Any EDA Education of Adult Learners course	1-17
ELN101	eLearning Design Level I	3
ELN102	eLearning Media Level I	3
ELN110	Introduction to eLearning Environments	3

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**
ENG107*	First-Year Composition for ESL (3)
	AND
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG108*	First-Year Composition for ESL (3)

Semester 1 (cont'd): 12 credits

Track 2: Adult Learning and Coaching Development:

COM100	3
EDA200	3
EDA220	3
ENG101* or ENG107*	3

Semester 2: 9-14 credits

Students must complete 1 of 2 tracks:

Track 1: Adult Learning and Development:

CRE101* or CRE111* or Equivalent	0-3
EDA230*	3
EDA246	1
EDA254*	1
EDA255	1
MAT112* or Higher Level	3

Track 2: Adult Learning and Coaching Development:

CRE101* or CRE111* or Equivalent	0-3
EDA241 or EDA250	1-3
EDA242	2
EDA245	3
MAT112* or Higher Level	3

Semester 3: 11-12 credits

Students must complete 1 of 2 tracks:

Track 1: Adult Learning and Development:

EDA240*	3
EDA272*	3
ENG102* or ENG108*	3
Humanities and Fine Arts	3

Track 2: Adult Learning and Coaching Development:

EDA246	1
EDA255	1
EDU272*	3
ENG102* or ENG108*	3
Humanities and Fine Arts	3

** Indicates course has a Prerequisite and/or Corequisite.*

Adult Learning and Development

Semester 4: 11 credits

Students must complete 1 of 2 tracks:

Track 1: Adult Learning and Development:

CFS205	3
EDA265*	1
PSY260*	3
Natural Sciences	4

Track 2: Adult Learning and Coaching Development:

CFS205	3
EDA260*	1
PSY260*	3
Natural Sciences	4

Semester 5: 12 credits

Students must complete 1 of 2 tracks:

Track 1: Adult Learning and Development:

Any Restricted Electives	12

Track 2: Adult Learning and Coaching Development:

Any Restricted Electives	12

Semester 6: 3-5 credits

Students must complete 1 of 2 tracks:

Track 1: Adult Learning and Development:

Any Restricted Electives	3-5

Track 2: Adult Learning and Coaching Development:

Any Restricted Electives	3-5

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Adult Learning and Coaching Development (16-18 credits)
- Adult Learning and Development (16 credits)

Associate in Applied Science in:

- Adult Learning and Development (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

CFS205 Human Development (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Community Dental Health Coordination

Certificate of Completion in Community Dental Health Coordination

The Certificate of Completion (CCL) in Community Dental Health Coordination (CDHC) program is designed to provide students with a practical and theoretical basis for assisting in the reduction of disparities in dental health. Program will cover advocacy, intercultural communication, and finance in addition to dental health coordination, documentation, and reporting procedures. Legal and ethical issues will also be covered.

CIPS Code: 51.0504

Admission Criteria:

Ability to fully participate in classroom, laboratory, and clinical setting program activities.

Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.

Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.

Applicants who are accepted and enroll in the Community Dental Health Coordination (CDHC) program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

Formal application and acceptance into the Community Dental Health Coordination program is required.

Program Prerequisites:

Students must be a Registered Dental Hygienist or Certified Dental Assistant.

Applicants are required to provide documentation of licensure according to their individual state`s dental practice act.

Required Courses: 11.5

CDH105*	Dental Health Advocacy and Outreach	3
CDH110*	Oral Health Communication	1
CDH115*	Interviewing Skills for Dental Health Advocate	2
CDH130*	Dental Health Legal and Ethical Issues	2
CDH240*	Dental Care Finance	0.5
CDH245*	Community Dental Health Coordinator Internship	3

CCL in Community Dental Health Coordination Suggested Course Sequence

Semester 1: 5 credits

CDH110*	1
CDH115*	2
CDH130*	2

Semester 2: 3.5 credits

CDH105*	3
CDH240*	0.5

Semester 3: 3 credits

CDH245*	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Community Dental Health Coordination (11.5 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

CCL in Computer Usage and Applications Suggested Course Sequence

Semester 1: 12 credits

CIS105	3
CIS113DE	3
CIS114DE	3
CIS133AA & CIS133BA & CIS133CA or CIS133DA	3

Semester 2: 5 credits

CIS117DM	3
CIS118AB	1
CIS121AE	1

CCL in Advanced Computer Usage and Applications Suggested Course Sequence

Semester 1: 12 credits

CIS105	3
CIS113DE	3
CIS114DE	3
CIS118AB	1
CIS121AE	1
CIS124AA	1

Semester 2: 12 credits

CIS117DM	3
CIS118BB*	1
CIS122AE*	1
CIS124BA*	1
CIS133AA & CIS133BA & CIS133CA or CIS133DA	3
CIS213DE*	3

Semester 3: 12 credits

CIS214DE*	3
CIS233DA*	3
CIS217AM*	3
GBS233*	3

Certificate of Completion in Computer Usage and Applications

The Certificate of Completion (CCL) in Computer Usage and Applications program is designed to provide an overview on the use, application, and technological developments of computers in a changing electronic environment. Courses focus on training the student in the basic use of software applications including the computer operating system, word processing, electronic worksheets, database management, presentation graphics, and the Internet.

CIPS Code: 11.1006

Program Notes:

Effective Spring 2010, the Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

Required Courses: 17

CIS105	Survey of Computer Information Systems SUN CIS1120	3
CIS113DE	Microsoft Word: Word Processing	3
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS118AB	PowerPoint: Level I	1
CIS121AE	Windows Operating System: Level I	1
CIS133AA	Internet/Web Development Level I-A (1) **AND**	
CIS133BA*	Internet/Web Development Level I-B (1) **AND**	
CIS133CA*	Internet/Web Development Level I-C (1) **OR**	
CIS133DA	Internet/Web Development Level I (3)	3

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

Certificate of Completion in Advanced Computer Usage and Applications

The Certificate of Completion (CCL) in Advanced Computer Usage and Applications program is designed to provide the skills necessary for office professionals in the use, application, and technological developments of computers. Courses focus on training the student in advanced features of software applications commonly used in the workplace including word processing, electronic worksheets, database management, presentation graphics, web development, and business communication skills.

CIPS Code: 11.1006

Program Notes:

Effective Spring 2010, the Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

Required Courses: 36

Certificate of Completion in Computer Usage and Applications		17
CIS118BB*	PowerPoint: Level II	1
CIS122AE*	Windows Operating System: Level II	1
CIS124AA	Project Management Software: Level I	1
CIS124BA*	Project Management Software: Level II	1
CIS213DE*	Advanced Microsoft Word: Word Processing	3
CIS214DE*	Advanced Excel Spreadsheet: Level II	3
CIS217AM*	Advanced Microsoft Access: Database Management	3
CIS233DA*	Internet/Web Development Level II	3
GBS233*	Business Communication	3

CCL in Digital Design Suggested Course Sequence

Semester 1: 12 credits

CIS105	3
CIS113DE	3
CIS114DE	3
CIS133AA & CIS133BA & CIS133CA or CIS133DA	3

Semester 2: 12 credits

CIS117DM	3
CIS118AB	1
CIS120DB	3
CIS120DF	3
CIS121AE	1
CIS124AA	1

Semester 3: 11 credits

CIS124BA*	1
CIS138DA*	3
CIS140*	2
CIS220DF*	3
CIS288*	2

CCL in Networking: Design and System Support Suggested Course Sequence

Semester 1: 12 credits

CIS102	1
CIS105	3
CIS113DE	3
CIS114DE	3
CIS118AB	1
CIS121AE	1

Semester 2: 12 credits

BPC170*	3
CIS117DM	3
CIS133AA & CIS133BA & CIS133CA or CIS133DA	3
CIS190*	3

Semester 3: 7 credits

BPC270*	3
CIS122AE*	1
CIS240*	3

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

CCL in Web Design: User Interface Suggested Course Sequence

Semester 1: 12 credits

CIS105	3
CIS113DE	3
CIS114DE	3
CIS118AB	1
CIS121AE	1
CIS124AA	1

Semester 2: 12 credits

CIS117DM	3
CIS120DC	3
CIS120DF	3
CIS133AA & CIS133BA & CIS133CA or CIS133DA	3

Semester 3: 10 credits

CIS140*	2
CIS233DA*	3
CIS235*	3
CIS288*	2

AAS in Computer Technology Suggested Course Sequence

Semester 1: 12 credits

Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:

CIS105	3
CIS113DE	3
COM100	3
ENG101* or ENG107*	3

Track 2: Digital Design:

CIS105	3
CIS113DE	3
COM100	3
ENG101* or ENG107*	3

Track 3: Networking: Design and System Support:

CIS105	3
CIS113DE	3
COM100	3
ENG101* or ENG107*	3

Certificate of Completion in Digital Design

The Certificate of Completion (CCL) in Digital Design program is designed to prepare students to work with and design personal or professional graphic imagery. Courses focus on training the student in Adobe Photoshop, Illustrator, InDesign, graphic design and publishing, multimedia technology, and project management.

CIPS Code: 50.0409

Program Notes:

Effective Spring 2010, the Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

All other Required Courses must be completed before registering for CIS288.

Required Courses: 35

Certificate of Completion in Computer Usage and Applications 17

CIS120DB	Computer Graphics: Adobe Illustrator	3
CIS120DF	Adobe Photoshop Level I: Digital Imaging	3
CIS124AA	Project Management Software: Level I	1
CIS124BA*	Project Management Software: Level II	1
CIS138DA*	Desktop Design and Publishing Using Adobe InDesign	3
CIS140*	Survey of Multimedia Technology	2
CIS220DF*	Adobe Photoshop Level II: Advanced Digital Imaging	3
CIS288*	Digital Design Portfolio	2

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

Certificate of Completion in Networking: Design and System Support

The Certificate of Completion (CCL) in Networking: Design and System Support program is designed to provide the basic skills necessary for students planning to specialize in the networking field. Courses focus on training the student in Local Area Networks (LANs), computer setup and maintenance, advanced operating systems, and customer service skills for IT professionals.

CIPS Code: 11.0901

Program Notes:

Effective Spring 2010, the Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

Required Courses: 31

Certificate of Completion in Computer Usage and Applications		17
BPC170*	Computer Maintenance: A+ Exam Prep Level I	3
BPC270*	Computer Maintenance: A+ Exam Prep Level II	3
CIS102	Interpersonal and Customer Service Skills for IT Professionals	1
CIS122AE*	Windows Operating System: Level II	1
CIS190*	Introduction to Local Area Networks	3
CIS240*	Local Area Network Planning and Design	3

AAS in Computer Technology Suggested Course Sequence

Semester 1 (cont'd): 12 credits

Students must complete 1 of 4 tracks:

Track 4: Web Design: User Interface:

CIS105	3
CIS113DE	3
COM100	3
ENG101* or ENG107*	3

Semester 2: 9-12 credits

Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:

CIS114DE	3
CIS118AB	1
CIS121AE	1
CIS124AA	1
CRE101* or CRE111* or Equivalent	0-3
MAT112*	3

Track 2: Digital Design:

CIS114DE	3
CIS133DA	3
CRE101* or CRE111* or Equivalent	0-3
MAT112*	3

Track 3: Networking: Design and System Support:

CIS102	1
CIS114DE	3
CIS118AB	1
CIS121AE	1
CRE101* or CRE111* or Equivalent	0-3
MAT112*	3

Track 4: Web Design: User Interface:

CIS114DE	3
CIS118AB	1
CIS121AE	1
CIS124AA	1
CRE101* or CRE111* or Equivalent	0-3
MAT112*	3

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

AAS in Computer Technology Suggested Course Sequence

Semester 3: 12-13 credits

Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:

CIS117DM	3
CIS133DA	3
ENG102* or ENG108*	3
Humanities and Fine Arts	3

Track 2: Digital Design:

CIS118AB	1
CIS120DB	3
CIS120DF	3
ENG102* or ENG108*	3
Humanities and Fine Arts	3

Track 3: Networking: Design and System Support:

CIS117DM	3
CIS133DA	3
ENG102* or ENG108*	3
Humanities and Fine Arts	

Track 4: Web Design: User Interface:

CIS117DM	3
CIS133DA	3
ENG102* or ENG108*	3
Humanities and Fine Arts	3

Certificate of Completion in Web Design: User Interface

The Certificate of Completion (CCL) in Web Design: User Interface program is designed to prepare students to work with and design personal or professional web pages. Courses focus on training the student in HTML/XHTML/CSS web development languages, web design and publishing, graphics design, multimedia technology, project management, and development of a portfolio.

CIPS Code: 11.0801

Program Notes:

Effective Spring 2010, the Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

Required Courses: 34

Certificate of Completion in Computer Usage and Applications		17
CIS120DC	Adobe Flash Level I: Digital Animation	3
CIS120DF	Adobe Photoshop Level I: Digital Imaging	3
CIS124AA	Project Management Software: Level I	1
CIS140*	Survey of Multimedia Technology	2
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3
CIS288*	Digital Design Portfolio	2

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

Associate in Applied Science in Computer Technology

The Associate in Applied Science (AAS) in Computer Technology program is designed to provide information and training on the use, application, and technological developments of computers in a changing electronic environment. Course work is aimed primarily at students interested in developing skills in the business or personal computing environment. Specifically, the courses provide instruction in the following areas: computer applications in the business environment and current trends and developments in computers; graphical applications; electronic spreadsheets; database; word processing; and computer operating systems.

CIPS Code: 11.1006

Required Courses: 31-36

Certificate of Completion in
Advanced Computer Usage and Applications (36) **OR**
Certificate of Completion in
Digital Design (35) **OR**
Certificate of Completion in
Networking: Design and System Support (31) **OR**
Certificate of Completion in
Web Design: User Interface (34) 31-36

Restricted Electives: 3-8

Students must choose three (3) to eight (8) credits of restricted electives from the list below except courses used to satisfy Required Courses area.

BPCxxx	Any BPC Business-Personal Computers course (0.5-4) **OR**	
CCTxxx	Any CCT Corporate Computer Technology course (1-4) **OR**	
CISxxx	Any CIS Computer Information Systems course (1-4) **OR**	
OASxxx	Any OAS Office Automation Systems course (1-4)	3-8

AAS in Computer Technology Suggested Course Sequence

Semester 4: 11-13 credits

Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:

CIS118BB*	1
CIS122AE*	1
CIS213DE*	3
Natural Sciences	4
Social & Behavioral Sciences	3

Track 2: Digital Design:

CIS121AE	1
CIS124AA	1
CIS138DA*	3
Natural Sciences	4
Social & Behavioral Sciences	3

Track 3: Networking: Design and System Support:

BPC170*	3
CIS122AE*	1
Natural Sciences	4
Social & Behavioral Sciences	3

Track 4: Web Design: User Interface:

CIS120DC	3
CIS120DF	3
Natural Sciences	4
Social & Behavioral Sciences	3

Semester 5: 12 credits

Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:

CIS214DE*	3
CIS217AM*	3
CIS233DA*	3
GBS233*	3

Track 2: Digital Design:

CIS117DM	3
CIS124BA*	1
CIS140*	2
CIS220DF*	3
CIS288*	2
Any Restricted Electives	1

Track 3: Networking: Design and System Support:

BPC270*	3
CIS190*	3
CIS240*	3
Any Restricted Electives	3

** Indicates course has a Prerequisite and/or Corequisite.*

Computer Technology

AAS in Computer Technology Suggested Course Sequence

Semester 5 (cont'd): 12 credits

Track 4: Web Design: User Interface:

CIS140*	2
CIS233DA*	3
CIS235*	3
CIS288*	3
Any Restricted Electives	1

Semester 6: 3-4 credits

Track 1: Advanced Computer Usage and Applications:

CIS124BA*	1
Any Restricted Electives	3

Track 2: Digital Design:

Any Restricted Electives	3

Track 3: Networking: Design and System Support:

Any Restricted Electives	4

Track 4: Web Design: User Interface:

Any Restricted Electives	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Computer Usage and Applications (17 credits)
- Advanced Computer Usage and Applications (36 credits)
- Digital Design (35 credits)
- Networking: Design and System Support (31 credits)
- Web Design: User Interface (34 credits)

Associate in Applied Science in:

- Computer Technology (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101*	First-Year Composition SUNY ENG1101 (3) **OR**
ENG107*	First-Year Composition for ESL (3) **AND**
ENG102*	First-Year Composition SUNY ENG1102 (3) **OR**
ENG108*	First-Year Composition for ESL (3)

Oral Communication 3

COM100	Introduction to Human Communication SUNY COM1100

Critical Reading 0-3

CRE101*	College Critical Reading (3) **OR**
CRE111*	Critical Reading for Business and Industry (3) **OR**

Equivalent as indicated by assessment

Mathematics 3

MAT112*	Mathematical Concepts and Applications (3) **OR**

Satisfactory completion of a higher level mathematics course

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

In collaboration and partnership with the health care community and its response to the dynamic changes occurring in the health care arena and health care practice, the Maricopa Community Colleges integrated the curriculum of all allied health and nursing programs. All allied health or nursing program pathways and educational offerings emphasize the achievement of relevant competencies and provide value to the individual, the employer, and the community. As a result, graduates of the various allied health or nursing program pathways will meet the community's demand for a flexible, multi-skilled health care workforce that meets employer and consumer needs. Refer to individual college catalogs for specific health care program pathways. For further information, **https://asa.maricopa.edu/departments/healthcare-education-at-the-maricopa-community/** is a comprehensive information source.

Allied Health or Nursing Assumption of Risk/Release of Liability

Most of the allied health or nursing program pathways include a program of study in a clinical training environment that may contain exposures to risks inherent in patient-oriented educational experiences (such as but not limited to bodily injury or communicable and infectious diseases). Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

Use of Confidential Information

Students enrolled in allied health or nursing program pathways will have learning experiences in a health care setting where they will have access to confidential information. Prior to beginning any clinical studies, the students will be asked to sign an agreement to adhere to the requirements of those clinical sites and applicable law, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Allied Health or Nursing Program College Attendance

As the allied health or nursing programs are integrated across the Maricopa Community Colleges, college of attendance requirements for the completion of the healthcare program pathways can be met through the completion of coursework taken at all Maricopa Community Colleges and Skills Centers.

MCCCD Required Background Checks

Students enrolled in an MCCCD allied health or nursing program are required to complete and pass clinical learning experiences, working with children, elderly persons, and other vulnerable populations. MCCCD's major clinical agency partners now mandate that any college students assigned to them for clinical experiences submit to a comprehensive background clearance prior to entering such learning experiences. Because the clinical experience portion of the programs is critical to completing a program of study, MCCCD has instituted two specific background check requirements in order for a student to enroll in a program on or after September 1, 2011. First, the student must obtain, at his or her own cost, a Level I Fingerprint Clearance Card from the Arizona Department of Public Safety. Precluding offenses for a Level I card can be found in Arizona Revised Statute § 41-1758.07 (**http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/41/01758-07.htm&Title=41&DocType=ARS**). Additionally, students must also obtain a "pass" status on a MCCCD supplemental background check from MCCCD's authorized background check contractor. The student must also pay for this background check. The supplemental check will be based on the most stringent standards of MCCCD's clinical experience partners.

The sole program for which the background check requirements are different is the Emergency Medical Technician program. For that program, students must have obtained a Level 1 Fingerprint Clearance Card from the Arizona Department of Public Safety. They are also required, at the time of their clinical assignments, to submit to, pay for and pass any additional background check requirements of the clinical agencies to which their EMT program places students.

** Indicates course has a Prerequisite and/or Corequisite.*

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

Certain licensing boards may require a separate background check or clearance card upon application for licensure or certification.

The MCCCD supplemental background check review may include searches of the following databases and information but MCCCD reserves the right to change the search criteria and the program background check requirements at any time without notice:

1. National Federal Health Care and Abuse Databases
2. Social Security Number Verification
3. Residency History
4. Arizona Statewide Criminal Offense Databases
5. Nationwide Criminal Offense Databases
6. State of Arizona and National Sexual Offender Registries
7. Homeland Security Watch Lists

Examples of background information that will result in a "fail" status on the supplemental background check include:

1. Social Security number does not belong to the applicant
2. Any inclusion on any registered sex offender database
3. Any inclusion on any of the Federal exclusion lists or Homeland Security watch lists
4. Any conviction of a felony regardless of how long ago the conviction was
5. Any arrest warrant issued by any state
6. Any misdemeanor conviction for the following regardless of how long ago the conviction was:
   - A. Violent crimes
   - B. Sex crime of any kind including non-consensual sexual crimes and sexual assault
   - C. Murder, attempted murder
   - D. Abduction
   - E. Assault
   - F. Robbery
   - G. Arson
   - H. Extortion
   - I. Burglary
   - J. Pandering
   - K. Any crime against minors, children, vulnerable adults including abuse, neglect, exploitation
   - L. Any abuse or neglect
   - M. Any fraud
   - N. Illegal drugs
   - O. Aggravated DUI
7. Any misdemeanor relating to a controlled substance conviction in last 7 years
8. Any other misdemeanor conviction within last 3 years with the exception-any misdemeanor traffic misdemeanor [NOTE that a DUI is NOT considered a traffic misdemeanor.]

The information that MCCCD uses for the "pass/fail" background check is subject to change at any time without notice.

MCCCD recommends that students carry proof of the background clearance at all times during any clinical agency learning experience.

Students Accepted in a Program before September 1, 2011

Students who are accepted in a program before September 1, 2011 will generally need to meet the requirements of each program that existed before that date. It is not MCCCD's intent to apply the standards effective on September 1, 2011 to students accepted in a program before that date. However, note that MCCCD always reserves the right to change the requirements for these programs, even after a student is accepted. Students should be aware of this right.

Duty to Report Changes; Removal

Students have an obligation to immediately report to the director of their program any change in the information that they supplied on forms submitted to initiate background checks relating to the allied health or nursing program. That includes information provided to the Arizona Department of Public Safety and MCCCD's supplemental background check vendor, as well as that related to the background check required by a clinical agency. Failure to do so will result in removal from the program. Additionally, any change in background check status that would affect the student's clearance under either MCCCD's or a clinical agency's standards will result in removal from a program.

** Indicates course has a Prerequisite and/or Corequisite.*

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

Additional Clinical Agency Background Check

Some clinical agencies require that students assigned to their sites submit to a criminal background check covering other offenses, as well as to a drug screening. Students are required to pay for the additional agency clinical background check. A clinical agency that requires this additional background check may refuse to place a student due to information the clinical agency obtains in its background check even though that student possess a valid Level I Fingerprint Clearance Card and has obtained a "pass" status on the MCCCD supplemental background check.

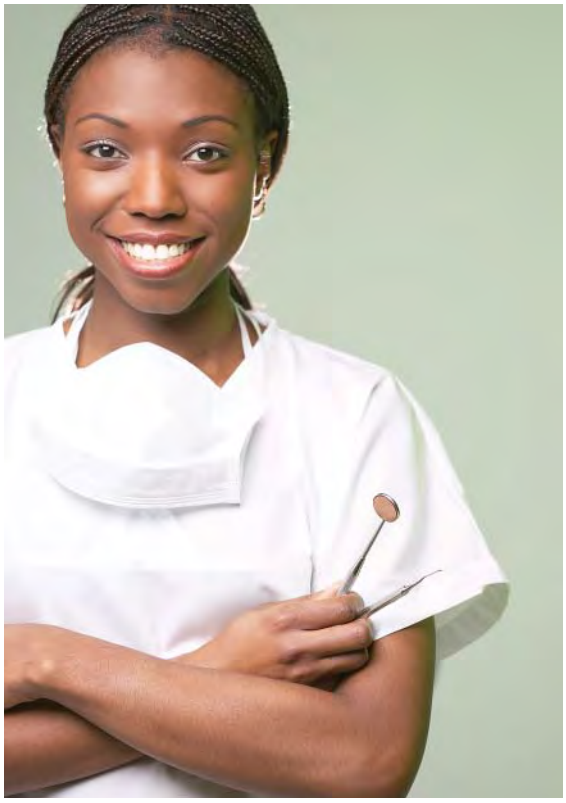
Some conditions that have resulted in students being denied placement at clinical agencies include pending criminal charges, outstanding warrants, unfinished terms of a sentence (such as unpaid fines), pattern of repeated types of arrests/convictions, and failure to disclose all past arrests/convictions when asked to do so on any background check application.

Inability to Place

MCCCD has no obligation to make repeated attempts to place a student when the reason for MCCCD's inability to place the student is due to background check issues. Since clinical agency assignments are mandatory requirements for completion of a program, a student's inability to complete required clinical experience due to his or her background check issues will result in removal from the program.

Changes to Admission or Background Check Requirements

MCCCD may change its program admission requirements or background check requirements without notice at any time.



No Guarantee of Receipt of Licensure/ Certificate

Many of the nursing and allied health programs prepare graduates for application for State or National certificates or licenses. In some professions, such licensure and certification is required prior to employment or practice in the profession. Graduation from a nursing and allied health program does not guarantee the receipt of a license or certificate to practice in the field of study.

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)

CCL in Clinical Dental Assisting Suggested Course Sequence

Semester 1: 7.5-8 credits

BIO156* or BIO160	4
ENG101* or ENG107*	3
HCC109 or Proof of CPR certification	0-.05
HCC130AD	0.5

Semester 2: 10 credits

DAE112*	7
DAE240*	3

Semester 3: 10.5 credits

Note: Students will be required to take DAE156, DAE212, & DAE256 concurrently.

DAE156*	7
DAE212*	2
DAE256*	1.5

Semester 5: 6 credits

DAE285*	2
DAE290*	4

Certificate of Completion in Clinical Dental Assisting

The Certificate of Completion (CCL) in Clinical Dental Assisting program is designed to provide an opportunity for students to practice advanced expanded functions in clinical dental assisting. The distance education format and frequent enrollment opportunities allow for flexibility in program completion. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association.

The Dental Assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association (211 E. Chicago Avenue, Chicago, IL 60611-2678; 312-440-4653). Graduates of the program are eligible to take the Dental Assisting National Board (216 E. Ontario Street, Chicago, IL 60611) Certification Exams for the designation CDA-Certified Dental Assistant, and the Arizona State Certification in Radiation Health and Safety Exam, and the Arizona Coronal Polishing Certificate (AZCP)

CIPS Code: 51.0601

Admission Criteria:

A high school diploma or GED equivalency is required.

Ability to fully participate in classroom, laboratory, and clinical setting program activities.

Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.

Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.

Completion of Program Prerequisites with a C or better.

Formal application and acceptance into the Clinical Dental Assisting Program.

Applicants who are accepted and enroll in the Clinical Dental Assisting program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)



Program Prerequisites: 7.5-8

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	3
BIO156*	Introductory Biology for Allied Health (4) **OR**	
BIO160	Introduction to Human Anatomy and Physiology (4)	4
HCC130AD	Communication and Teamwork in Healthcare Organizations	0.5
HCC109	CPR for Health Care Provider (0.5) **OR** Proof of CPR certification	0-0.5

Required Courses: 26.5

DAE240*	Dental Radiographic Imaging	3
DAE285*	Clinical Dental Assisting Seminar	2
DAE290*	Internship for Clinical Dental Assistants	4
DAE112*	Dental Assisting I	7
DAE156*	Dental Assisting II	7
DAE212*	Dental Assisting III	2
DAE256*	Dental Assisting IV	1.5

AAS in Clinical Dental Assisting Suggested Course Sequence

Semester 1: 10.5-11 credits

BIO156* or BIO160	4
ENG101* or ENG107*	3
HCC109 or Proof of CPR certification	0-.05
HCC130AD	0.5
Oral Communication	3

Semester 2: 10 credits

CRE101* or Equivalent	0-3
DAE112*	7
DAE240*	3

Semester 3: 10.5 credits

Note: Students will be required to take DAE156, DAE212, & DAE256 concurrently.

DAE156*	7
DAE212*	2
DAE256*	1.5

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)

Semester 4: 12 credits

DAE285*	2
DAE290*	4
ENG102* or ENG108* or ENG111*	3
Humanities and Fine Arts	3

Semester 5: 12 credits

MAT112*	3
PSY101	3
SOC101	3
Any Restricted Electives	3

Semester 6: 1.5-5 credits

Any Restricted Electives	1.5-5

Associate in Applied Science in Clinical Dental Assisting

The Associate in Applied Science (AAS) in Clinical Dental Assisting program is designed to provide an opportunity for students to practice advanced expanded functions in clinical dental assisting. The distance education format and frequent enrollment opportunities allow for flexibility in program completion. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association. In addition to the AAS in Clinical Dental Assisting, a Certificate of Completion in Clinical Dental Assisting and a Certificate of Completion in Dental Assisting Technology are also available.

CIPS Code: 51.0601

Admission Criteria:

Ability to fully participate in classroom, laboratory, and clinical setting program activities.

Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.

Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.

Completion of Program Prerequisites with a "C" or better.

Formal application and admission to the Clinical Dental Assisting Program is required.

Applicants who are accepted and enroll in the Clinical Dental Assisting program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

Required Courses: 34-34.5

Certificate of Completion in Clinical Dental Assisting	34-34.5

Restricted Electives: 0.5-4

BPCxxx	Any BPC Business-Personal Computer course	0.5-4
CISxxx	Any CIS Computer Information Services course	0.5-4
HCCxxx	Any HCC Health Core Curriculum course	0.5-4

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)

General Education Requirements: 22-25

General Education Core: 9-12

First-Year Composition 3

Met by ENG101 or ENG107 in the Required Courses area **AND**

ENG102* First-Year Composition SUN# ENG1102 (3) **OR**

ENG108* First-Year Composition for ESL (3) **OR**

ENG111* Technical and Professional Writing (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**

Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**

Equivalent course **OR**

Satisfactory completion of a higher level mathematics course

General Education Distribution: 13

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 6

PSY101 Introduction to Psychology SUN# PSY1101 (3) **AND**

SOC101 Introduction to Sociology SUN# SOC1101 (3)

Natural Sciences 4

BIO156* Introductory Biology for Allied Health (4) **OR**

BIO160 Introduction to Human Anatomy and Physiology (4) **OR**

BIO201* Human Anatomy and Physiology I SUN# BIO2201 (4)

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
Clinical Dental Assisting (34-34.5 credits)

Associate in Applied Science in:
Clinical Dental Assisting (60 credits)

Students must earn a grade "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Hygiene

AAS in Dental Hygiene Suggested Course Sequence

Semester 1: 9-12.5 credits

Note: Must have a grade of C or better in these courses. EMT/HCC/RES109 may be waived by the Program Director. Students who are not EXEMPT from CRE101 should enroll in ENG101 in Term 1 and enroll in CRE101 in Term 2.

RDG091* or CRE101* or equivalent or ENG101* or ENG107*	0-3
HCC109 or current CPR certification	0-0.5
MAT112* or Higher Level	3
COM100 or COM110 or COM225* or COM230	3
PSY101	3

Semester 2: 6-14 credits

Note: Students who are not EXEMPT from CRE101 should enroll in ENG101 in Term 1 and enroll in CRE101 in Term 2. ENG101 and the selected Humanities and Fine Arts courses must be completed with a grade of B or better.

BIO156* or BIO181* or one year high school biology	0-4
ENG101* or ENG107* or CRE101*	3
CHM130* & CHM130LL* or higher level CHM course or one year high school chemistry	0-4
Humanities and Fine Arts	3

Associate in Applied Science in Dental Hygiene

The Associate in Applied Science (AAS) in Dental Hygiene degree prepares students to practice entry-level dental hygiene. Dental hygiene students will provide preventive and therapeutic services, and will develop a commitment to the community through extramural opportunities serving diverse populations. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Graduates are employed in private dental offices, hospitals, schools, and clinics within their community.

The Commission on Dental Accreditation of the American Dental Association (211 E. Chicago Ave., Chicago, Ill. 60611-2678 (312) 440-4653) grants accreditation to the Phoenix College, Rio Salado, and Mesa programs. The Commission is a specialized accrediting body recognized by the United States Department of Education. Graduates are eligible for board examinations and licensure in all fifty states.

Applicants who are accepted and enroll in a MCCCD Dental Hygiene program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

CIPS Code: 51.0602

Program Notes:

Students must complete the Basic Science and General Education courses with a grade of B or better as indicated in the Program Prerequisites.

Basic Science courses must have been completed within the last five years or as determined by the Program Director.

Students should consult with an advisor prior to applying to the program.

Admission Criteria:

A high school diploma or GED equivalency is required.

Ability to fully participate in classroom, laboratory, or clinical setting program activities.

Submit current CPR card for Health Care Provider and maintain current status throughout the program.

Complete and submit the required proof of immunity and health declaration form signed by a licensed health care provider.

Submit to a drug screening and demonstrate negative results.

Completion of program prerequisites.

Formal application and admission to the program is required.

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Hygiene

Background Check Requirements:

Admission to an Allied Health program requires that students be in compliance with the Maricopa County Community College District Supplemental Background Check policy. Program applications will not be accepted without a copy of an Arizona Department of Public Safety Level One Fingerprint Clearance Card. Upon conditional program admission, the student must comply with all requirements of the current MCCCD background check policy.

Program Prerequisites: 37-51.5

The credit hour range is subject to change depending on the students' educational experiences.

A grade of "C" or better in RDG091.

RDG091*	College Preparatory Reading (3) **OR**	
Eligibility for CRE101* College Critical Reading as indicated by assessment		0-3
CHM130*	Fundamental Chemistry (3) **AND**	
CHM130LL*	Fundamental Chemistry with Lab (1) **OR**	
Completion of higher level Chemistry course **OR** One (1) year high school Chemistry		0-4

Biology courses (BIO156 and BIO181) and HCC course (HCC109) may be waived by the Program Director for the student who has one year of high school biology.

BIO156*	Introductory Biology for Allied Health (4) **OR**	
BIO181*	General Biology (Majors) I SUN# BIO1181 (4) **OR**	
One (1) year of high school Biology		0-4

HCC109	CPR for Health Care Provider (.05) **OR**	
Current CPR certification at the health care provider Professional rescuer level		0-0.5

Students must complete the following Basic Science courses with a grade of "B" or better with a cumulative GPA of 3.50:

BIO201*	Human Anatomy and Physiology I SUN# BIO2201	4
BIO202*	Human Anatomy and Physiology II SUN# BIO2202	4
BIO205*	Microbiology SUN# BIO2205	4
CHM138*	Chemistry for Allied Health (3) **AND**	
CHM138LL*	Chemistry for Allied Health Laboratory (1) **OR**	
CHM230*	Fundamental Organic Chemistry (3) **AND**	
CHM230LL*	Fundamental Organic Chemistry Laboratory (1)	4

Semester 3: 15 credits

Note: Begin preparation for submission of Formal Program Application. Meet with an academic advisor for assistance. Must have a grade of B or better in these courses.

ENG102* or ENG108*	3
BIO201*	4
CHM138* & CHM138LL or CHM230* & CHM230LL	4
BIO205*	4

Semester 4: 7 credits

Note: Students may also complete course work not yet completed as presented above.

SOC101	3
BIO202*	4

Semester 5: 16 credits

Note: Students must be accepted into the Dental Hygiene program to complete the remaining terms. The dental hygiene courses are sequential and the successful completion of each course is a prerequisite for admission to the next semester and requires a grade of C or better.

DHE115*	2
DHE117*	2
DHE120*	6
DHE121*	2
DHE125*	1
DHE127*	3

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Hygiene

Semester 6: 15 credits

Note: Students must be accepted into the Dental Hygiene program to complete the remaining terms. The dental hygiene courses are sequential and the successful completion of each course is a prerequisite for admission to the next semester and requires agrade of C or better.

DHE112*	3
DHE119*	3
DHE132*	3
DHE133*	3
DHE201*	2
DHE202*	1

Semester 7: 15 credits

Note: Students must be accepted into the Dental Hygiene program to complete the remaining terms. The dental hygiene courses are sequential and the successful completion of each course is a prerequisite for admission to the next semester and requires agrade of C or better.

DHE110*	3
DHE212*	2
DHE213*	5
DHE225*	3
DHE227*	2

Semester 8: 12 credits

Note: Students must be accepted into the Dental Hygiene program to complete the remaining terms. The dental hygiene courses are sequential and the successful completion of each course is a prerequisite for admission to the next semester and requires agrade of C or better.

DHE219*	2
DHE229*	3
DHE232*	2
DHE233*	5

Students must complete the following General Education courses with a grade of B or better with a cumulative GPA of 3.25:

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3) **AND**	
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**	
ENG108*	First-Year Composition for ESL (3) 6	
COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**	
COM110	Interpersonal Communication SUN# COM1100 (3) **OR**	
COM225*	Public Speaking (3) **OR**	
COM230	Small Group Communication SUN# COM2271 (3)	3
MAT112*	Mathematical Concepts and Applications (3) **OR**	
Satisfactory completion of a higher-level mathematics course		3
PSY101	Introduction to Psychology SUN# PSY1101	3
SOC101	Introduction to Sociology SUN# SOC1101	3
CRE101*	College Critical Reading (3) **OR**	
Equivalent as indicated by assessment		0-3

Any approved general education course in the Humanities and Fine Arts area.

Required Courses: 58

DHE110*	Pharmacology	3
DHE112*	Oral Pathology	3
DHE115*	Emergency Medicine	2
DHE117*	Dental Radiography	2
DHE119*	Head and Neck Anatomy	3
DHE120*	Pre-Clinical Dental Hygiene	6
DHE121*	Dental Anatomy, Embryology and Histology	2
DHE125*	Dental Radiography Laboratory	1
DHE127*	Prevention of Dental Disease	3
DHE132*	Dental Hygiene Theory I	3
DHE133*	Dental Hygiene Clinic I	3
DHE201*	Dental Materials	2
DHE202*	Dental Materials Laboratory	1
DHE212*	Dental Hygiene Theory II	2
DHE213*	Dental Hygiene Clinic II	5
DHE219*	Practice Management	2
DHE225*	Periodontics	3
DHE227*	Dental Anesthesia	2
DHE229*	Community Oral Health	3
DHE232*	Dental Hygiene Theory III	2
DHE233*	Dental Hygiene Clinic III	5

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Hygiene

General Education Requirements: 0

General Education Core: 0

First-Year Composition 0

Met by ENG101 or ENG107 and ENG102 or ENG108 in the Program Prerequisites area.

Oral Communication 0

Met by COM100 or COM110 or COM225 or COM230 in Program Prerequisite area.

Critical Reading 0

Met by CRE101 or equivalent as indicated by assessment in Program Prerequisites area.

Mathematics 0

Met by MAT112 or satisfactory completion of a higher level mathematics course in Program Prerequisites area.

General Education Distribution: 0

Humanities and Fine Arts 0

Met by any approved general education course from the Humanities and Fine Arts area in Program Prerequisites.

Social and Behavioral Sciences 0

Met by PSY101 and SOC101 in the Program Prerequisites area.

Natural Sciences 0

Met by BIO201 in the Program Prerequisites area.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Dental Hygiene
(95-106.5 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Office Management

AAS in Dental Office Management Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
ENG101* or ENG107*	3
CSM/TQM101	3
Oral Communications	3

Semester 2: 9-12 credits

CSR125	2
CSR126	1
HCC130 or HCC130AA and HCC130AB and HCC130AC and HCC130AD and HCC130AE and HCC130AF	3
MAT112* or higher level	3
Critical Reading or equivalent	0-3

Semester 3: 13.5 credits

ENG102* or ENG108*	3
HCC109	0.5
HCC145AA	1
MKT271	3
Humanities and Fine Arts	3
Any Restricted Electives	3

Semester 4: 13 credits

Any Restricted Electives	6
Natural Sciences	4
Social & Behavioral Sciences	3

Semester 5: 13 credits

Any Restricted Electives	13

Associate in Applied Science in Dental Office Management

The Associate in Applied Science (AAS) in Dental Office Management program provides students with an understanding of both applied practice and front office management. The program equips students with office procedures and the supervision of personnel. In addition, students gain knowledge in insurance practices, billing, and budget development.

CIPS Code: 51.0705

Required Courses: 16.5

BPC110 CIS105	Computer Usage and Applications (3) **OR** Survey of Computer Information Systems SUN# CIS1120 (3)	3
CSM/TQM101	Quality Customer Service	3
CSR125*	Front Office Procedures	2
CSR126*	Front Office Insurance	1
HCC109	CPR for Health Care Provider	0.5
HCC130 HCC130AA HCC130AB HCC130AC HCC130AD HCC130AE HCC130AF	Fundamentals in Health Care Delivery (3) **OR** Health Care Today (0.5) **AND** Workplace Behaviors in Health Care (0.5) **AND** Personal Wellness and Safety (0.5) **AND** Communication and Teamwork in Health Care Organizations (0.5) **AND** Legal Issues in Health Care (0.5) **AND** Decision Making in the Health Care Setting (0.5)	3
HCC145AA	Medical Terminology for Health Care Workers I	1
MKT271	Principles of Marketing	3

Restricted Electives: 22

Students must select any CDH, DAE or DHE prefixed courses for a total of 22 credits.

CDHxxx	Any CDH Community Dental Health course.	1-22
DAExxx	Any DAE Dental Assisting Education course.	1-22
DHExxx	Any DHE Dental Hygiene Education course.	1-22

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Office Management

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

Any approved general education course in the Critical Reading area
OR
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher-level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Dental Office Management
(60.5-63.5 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Early Childhood Administration and Management

AAS in Early Childhood Administration and Management Suggested Course Sequence

Semester 1: 12 credits

CFS206	3
CFS207	3
ENG101*	3
Mathematics	3

Semester 2: 12 credits

CFS208	3
COM207* or COM225* or COM230 or GBS233*	3
CRE101* or equivalent	3
EED200	3

Semester 3: 13 credits

EED215	3
EED220	3
ENG102* or ENG108*	3
FCS250*	3
FCS260*	1

Semester 4: 12 credits

EED222	3
EED278*	3
EED280*	3
EDU/ENH291	3

Associate in Applied Science in Early Childhood Administration and Management

The Associate in Applied Sciences (AAS) in Early Childhood Administration and Management is an integrated program of study that provides an educational foundation in early childhood education plus administrative and management courses specifically related to the business needs and practices of early childhood directors, owners and other management-level staff.

CIPS Code: 13.0401

Required Courses: 35

CFS206	Child and Family Organizations: Management and Administration	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
CFS208	Child and Family Organizations: Fiscal Management and Grant Writing	3
EED200	Foundations of Early Childhood Education	3
EED212	Guidance, Management and the Environment	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED220	Child, Family, Community and Culture	3
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3
EED260*	Early Childhood Infant/Toddler Internship (1) **OR**	
EED261*	Early Childhood Preschool Internship (1)	1
EED278*	Early Learning: Curriculum and Instruction - Birth/Preschool	3
EED280*	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight	3
FCS250*	Portfolio Development and Professional Writing	3
FCS260*	Family and Consumer Science Internship	1

** Indicates course has a Prerequisite and/or Corequisite.*

Early Childhood Administration and Management

Restricted Electives: 3

Students must select courses from any combination of the following prefixes for a total of 3 credits.

CFSxxx	Any CFS Child/Family Studies Course	1-3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
ECHxxx	Any ECH Early Childhood Education Course	1-3
EEDxxx	Any EED Early Education Course (not in required core)	1-3
ITDxxx	Any ITD Infant/Toddler Development Course	1-3

General Education Requirements: 25-27

General Education Core: 15-17

First-Year Composition 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Oral Communication 3

COM207* Introduction to Communication Inquiry (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3) **OR**
GBS233* Business Communication (3)

Critical Reading 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment

Mathematics 3-5

Any approved general education course from the Mathematics area

General Education Distribution: 10

Humanities and Fine Arts 3

EDU/ENH291 Children's Literature (3)

Social and Behavioral Sciences 3

CFS205 Human Development (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Semester 5: 11 credits

CFS205	3
EED212	3
EED260* or EED261*	1
Natural Sciences	4

Semester 6: 3 credits

Any Restricted Elective	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Early Childhood Administration and Management (63-65 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Early Learning and Development

CCL in Family Child Care Management Suggested Course Sequence

Semester 1: 9 credits

CFS163	3
CFS164	3
CFS207	3

Semester 2: 7 credits

EED205	3
EED215	3
EED260*	1

CCL in Infant and Toddler Development Suggested Course Sequence

Semester 1: 7 credits

EED205	3
EED215	3
EED260*	1

Semester 2: 9 credits

ITD200	3
ITD210*	3
ITD220*	3

AAS in Early Learning and Development Suggested Course Sequence

Semester 1: 12 credits

Students must complete 1 of 4 blocks:

Block 1: Infant and Toddler Development:

ECH128	3
EED200	3
ENG101* or ENG107*	3
Oral Communications	3

Block 2: Family Child Care Management:

ECH128	3
EED200	3
ENG101* or ENG107*	3
Oral Communications	3

Block 3: Early Childhood Business Management:

ECH128	3
EED200	3
ENG101* or ENG107*	3
Oral Communications	3

Certificate of Completion in Family Child Care Management

The Certificate of Completion (CCL) in Family and Child Care Management program provides individuals with a foundation in early childhood care theories, practices and administration. Topics include curriculum development, health and safety guidelines, business procedures, and cognitive and physical development of the young child.

CIPS Code: 13.1209

Required Courses: 16

CFS163	Family Child Care: Introduction to Business Management	3
CFS164	Family Child Care: Curriculum and Environment	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
EED205	The Developing Child: Prenatal to Age Eight	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED260*	Early Childhood Infant/Toddler Internship	1

Certificate of Completion in Infant and Toddler Development

The Certificate of Completion (CCL) in Infant and Toddler Development program prepares individuals with foundational knowledge on the development of the young child. Included topics are child health, physical milestones, and cognitive development. Also covered are adult/child relationship building, and communication and language acquisition.

CIPS Code: 13.1209

Required Courses: 16

EED205	The Developing Child: Prenatal to Age Eight	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED260*	Early Childhood Infant/Toddler Internship	1
ITD200*	The Physical Child: Birth to Age Three	3
ITD210*	Early Attachments, Relationships, and Families: Birth to Age Three	3
ITD220*	Cognition and Communication: Birth to Age Three	3

** Indicates course has a Prerequisite and/or Corequisite.*

Early Learning and Development

Associate in Applied Science in Early Learning and Development

The Associate in Applied Science (AAS) in Early Learning and Development program is designed to prepare individuals to enter the workforce as Early Childhood Professionals and to assist individuals employed in the field to upgrade and expand their skills. The program emphasizes the roles of early care and education professionals, families and the wider society as they together meet the contemporary needs of young children. Course work includes the principles of developmental science, professionalism in early childhood work, philosophies and methods of early learning, and the impact of standards on practice. To apply planning, management and evaluation skills, students will observe, participate, and intern in state licensed early childhood programs.

CIPS Code: 13.1209

Required Courses: 32

ECH128	Early Learning: Play and the Arts	3
EED200	Foundations of Early Childhood Education	3
EED212	Guidance, Management and the Environment	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED220	Child, Family, Community and Culture	3
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3
EED245	Early Learning: Language Acquisition and Literacy Development	3
EED255*	Portfolio Development and Writing for the Profession	3
EED260*	Early Childhood Infant/Toddler Internship	1
EED261*	Early Childhood Preschool Internship	1
EED278*	Early Learning: Curriculum and Instruction – Birth/Preschool	3
EED280*	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth Age Eight	3

Block 4: Any CFS, ECH, EED, ITD, or FCS prefixed courses:

ECH128	3
EED200	3
ENG101* or ENG107*	3
Oral Communications	3

Semester 2: 9-14 credits

Block 1: Infant and Toddler Development:

CRE101* or equivalent	0-3
EED205 or CFS176 or CFS235	3
EED215	3
Any Mathematics course	3

Block 2: Family Child Care Management:

CRE101* or equivalent	0-3
EED205 or CFS176 or CFS235	3
EED215	3
Any Mathematics course	3

Block 3: Early Childhood Business Management:

CRE101* or equivalent	0-3
EED205 or CFS176 or CFS235	3
EED215	3
Any Mathematics course	3

Block 4: Any CFS, ECH, EED, ITD, or FCS prefixed courses:

CRE101* or equivalent	0-3
EED205 or CFS176 or CFS235	3
EED215	3
Any Mathematics course	3

Semester 3: 12 credits

Block 1: Infant and Toddler Development:

ENG102* or ENG108*	3
ITD200	3
ITD210*	3
Humanities & Fine Arts	3

Block 2: Family Child Care Management:

CFS163	3
CFS164	3
ENG102* or ENG108*	3
Humanites & Fine Arts	3

Block 3: Early Childhood Business Management:

CFS206	3
CFS207	3
ENG102* or ENG108*	3
Humanites & Fine Arts	3

** Indicates course has a Prerequisite and/or Corequisite.*

Early Learning and Development

Block 4: Any CFS, ECH, EED, ITD, or FCS prefixed courses:

Any CFS courses	6
ENG102* or ENG108*	3
Humanites & Fine Arts	3

Semester 4: 13 credits

Block 1: Infant and Toddler Development:

EED220	3
EED245	3
ITD220*	3
Natural Sciences	4

Block 2: Family Child Care Management:

CFS207	3
EED220	3
EED245	3
Natural Sciences	4

Block 3: Early Childhood Business Management:

CFS208	3
EED220	3
EED245	3
Natural Sciences	4

Block 4: Any CFS, ECH, EED, ITD, or FCS prefixed courses:

Any CFS course	3
EED220	3
EED245	3
Natural Sciences	4

Semester 5: 9 credits

Block 1: Infant and Toddler Development:

EED212	3
EED222	3
EED278*	3
EED280*	3

Block 2: Family Child Care Management:

EED212	3
EED222	3
EED278*	3
EED280*	3

Block 3: Early Childhood Business Management:

EED212	3
EED222	3
EED278*	3
EED280*	3

Restricted Electives: 9

Students must complete one of the following Blocks:

Block One: Infant and Toddler Development:

ITD200*	The Physical Child: Birth to Age Three	3
ITD210*	Early Attachments, Relationships, and Families: Birth to Age Three	3
ITD220*	Cognition and Communication: Birth to Age Three	3

Block Two: Family Child Care Management:

CFS163	Family Child Care: Introduction to Business Management	3
CFS164	Family Child Care: Curriculum and Environment	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3

Block Three: Early Childhood Business Management:

CFS206	Child and Family Organizations: Management and Administration	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
CFS208	Child and Family Organizations: Fiscal Management and Grant Writing	3

Block Four: Any CFS, ECH, EED, ITD or FCS prefixed courses not listed in the Required Courses area

CFSxxx	Any CFS Child/Family Studies course(s)	1-9
ECHxxx	Any ECH Early Childhood Education course(s) except courses used to satisfy Required Courses area.	1-9
EEDxxx	Any EED Early Education course(s) except courses used to satisfy Required Courses area.	1-9
ITDxxx	Any ITD Infant/Toddler Development course(s)	1-9
FCSxxx	Any FCS Family and Consumer Science course(s)	1-9

** Indicates course has a Prerequisite and/or Corequisite.*

Early Learning and Development

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course from the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment

Mathematics 3-5

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

CFS/ECH176 Child Development (3) **OR**
EED205 The Developing Child: Prenatal to Age Eight (3) **OR**
CFS235 Developing Child: Theory into Practice, Prenatal - Age 8 (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Block 4: Any CFS, ECH, EED, ITD, or FCS prefixed courses:

EED212	3
EED222	3
EED278*	3
EED280*	3

Semester 6: 5 credits

Block 1: Infant and Toddler Development:

EED255*	3
EED260*	1
EED261*	1

Block 2: Family Child Care Management:

EED255*	3
EED260*	1
EED261*	1

Block 3: Early Childhood Business Management:

EED255*	3
EED260*	1
EED261*	1

Block 4: Any CFS, ECH, EED, ITD, or FCS prefixed courses:

EED255*	3
EED260*	1
EED261*	1

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Family Child Care Management (16 credits)
- Infant and Toddler Development (16 credits)

Associate in Applied Science in:

- Early Learning and Development (63-68 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

eLearning Design Specialist

CCL in eLearning Design Specialist Suggested Course Sequence

Semester 1: 12 credits

ELN101	3
ELN102	3
ELN110	3
ELN120	3

Semester 2: 9 credits

ELN202*	3
ELN204*	3
ELN290AA* or ELN290AB* or ELN290AC*	3

Certificate of Completion in eLearning Design Specialist

The Certificate of Completion (CCL) in eLearning Design Specialist program is designed to prepare students to work in the field of instructional design. Students will be presented with information to develop knowledge and skills to custom design and deliver instructional programs and products such as courses, curricula, training documentation, multimedia presentations, and simulations. Courses will focus on eLearning design theory, eLearning environments, and eLearning media and tools. Courses are also designed to prepare students to work in a team-based environment, organize eLearning projects including budgets and timelines, and evaluate eLearning projects. The program includes a Certificate of Completion (CCL) in eLearning Design Specialist and an Associate in Applied Science (AAS) in eLearning Design Specialist.

CIPS Code: 13.0501

Required Courses: 21

ELN101	eLearning Design Level I	3
ELN102	eLearning Media Level I	3
ELN110	Introduction to eLearning Environments	3
ELN120	Organizing and Evaluating eLearning Projects	3
ELN202*	eLearning Media Level II	3
ELN204*	eLearning Design Level II	3
ELN290AA*	eLearning Design Internship (1)	
	OR	
ELN290AB*	eLearning Design Internship (2)	
	OR	
ELN290AC*	eLearning Design Internship (3)	3

Associate in Applied Science in eLearning Design Specialist

The Associate in Applied Science (AAS) in eLearning Design Specialist program is designed to prepare students to work in the field of instructional design. Students will be presented with information to develop knowledge and skills to custom design and deliver instructional programs and products such as courses, curricula, training documentation, multimedia presentations, and simulations. Courses will focus on eLearning design theory, eLearning environments, and eLearning media and tools. Courses are also designed to prepare students to work in a team-based environment, organize eLearning projects including budgets and timelines, and evaluate eLearning projects. The program includes a Certificate of Completion (CCL) in eLearning Design Specialist and an Associate in Applied Science (AAS) in eLearning Design Specialist.

CIPS Code: 13.0501

** Indicates course has a Prerequisite and/or Corequisite.*

eLearning Design Specialist

Required Courses: 21

Certificate of Completion in eLearning Design Specialist		21

Restricted Electives: 18

ART184*	Computer Animation	3
BPC110	Computer Usage and Applications	3
BPC138AA*	Windows Desktop Design and Publishing	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS118AB	Power Point: Level I	1
CIS118BB*	Power Point: Level II	1
CIS120DB	Computer Graphics: Adobe Illustrator	3
CIS120DC	Adobe Flash Level I: Digital Animation	3
CIS120DF	Adobe Photoshop Level I: Digital Imaging	3
CIS124AA	Project Management Software: Level I	1
CIS124BA*	Project Management Software: Level II	1
CIS133DA	Internet/Web Development Level I	3
CIS140 *	Survey of Multimedia Technology	2
CIS151*	Computer Game Development- Level I	3
CIS233DC*	Internet Web Development: Dreamweaver	3
CIS236*	Web-Based Teaching and Learning I	2
CIS237*	Web-Based Teaching and Learning II	3
COM263	Elements of Intercultural Communication	3
ELNxxx	Any ELN eLearning course not listed in the Required Courses area	3
GBS131	Business Calculations	3
GBS233*	Business Communication	3
MGT101	Techniques of Supervision	3
MGT175	Business Organization and Management	3
MGT251	Human Relations in Business	3

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**
ENG107*	First-Year Composition for ESL (3) **AND**
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG108*	First-Year Composition for ESL (3) **OR**
ENG111*	Technical and Professional Writing (3)

AAS in eLearning Design Specialist Suggested Course Sequence

Semester 1: 12 credits

COM100 or COM110 or COM230 or COM259*	3
ELN101	3
ELN102	3
ENG101* or ENG107*	3

Semester 2: 12 credits

CRE101* or CRE111*	3
ELN110	3
ELN120	3
MAT122* or higher level	3

Semester 3: 12 credits

ELN202*	3
ELN204*	3
ELN290AA* or ELN290AB* or ELN290AC*	3
ENG102* or ENG108* or ENG111*	3

** Indicates course has a Prerequisite and/or Corequisite.*

eLearning Design Specialist

Semester 4: 12 credits

Any Restricted Electives	9
Humanities & Fine Arts	3

Semester 5: 12 credits

Any Restricted Electives	9
Social & Behavioral Sciences	3

Semester 6: 4 credits

Natural Sciences	4

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

eLearning Design Specialist (21 credits)

Associate in Applied Science in:

eLearning Design Specialist (64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Oral Communication 3

COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110	Interpersonal Communication SUN# COM1100 (3) **OR**
COM230	Small Group Communication SUN# COM2271 (3) **OR**
COM259*	Communication in Business and Professions (3)

Critical Reading 3

CRE101*	College Critical Reading (3) **OR**
CRE111*	Critical Reading for Business and Industry (3)

Mathematics 3

MAT122* Intermediate Algebra (3) **OR**

Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area

Natural Sciences 4

Any approved general education course in the Natural Sciences area

** Indicates course has a Prerequisite and/or Corequisite.*

Energy Systems Technology

Certificate of Completion in Energy Systems Technology

The Certificate of Completion (CCL) in Energy Systems Technology program is designed to prepare individuals who are interested in embarking on a career within building energy management or for individuals who currently work in this field and are interested in expanding their skills-based knowledge. The program content takes a systems approach, encompassing several areas related to the industry including energy management and conservation concepts, building codes, standard rating systems, blueprint reading, and efficiency. Workplace safety standards are emphasized throughout the program in conjunction with lab and field-based hands-on learning experiences which augment many of the classes.

CIPS Code: 15.0503

Program Prerequisites:

A score of 30 or higher on the Arithmetic portion of the District Placement exam.

A score of 45 or higher on the Reading portion of the District Placement exam.

A score of 40 or higher on the Sentence Skills portion of the District Placement exam.

Required Courses: 16

AEN100	Survey of Alternative Energy	2
AEN103	Hand Tools and Basic Maintenance for Building Energy Technicians	1
AEN142*	Introduction to Energy Management	3
AEN190*	Device Interface and Selection	3
CNS182	Construction Estimating and Print Reading	4
GTC107	Technical Mathematics I	3

CCL in Energy Systems Technology Suggested Course Sequence

Semester 1: 10 credits

Students are recommended to enroll concurrently in each pair of courses grouped below.

AEN100	2
GTC107	3
AND	
AEN103	1
CNS182	4

Semester 2: 6 credits

Students must complete AEN100, AEN103, and CNS182 prior to enrolling in AEN142. Students must also complete AEN142 and GTC107prior to enrolling in AEN190.

AEN142*	3
AEN190*	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Energy Systems Technology

(16 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Entrepreneurial Studies

CCL in Entrepreneurial Studies Level I Suggested Course Sequence

Semester 1: 10-11 credits

EPS150	3
EPS160	2
EPS180 or EPS195	2-3
GBS/HEC132	3

CCL in Entrepreneurial Studies Level II Suggested Course Sequence

Semester 1: 10-11 credits

EPS150	3
EPS160	2
EPS180 or EPS195	2-3
GBS/HEC132	3

Semester 2: 8 credits

EPS161	3
EPS165	2
MGT253	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Entrepreneurial Studies Level I (10-11 credits)
Entrepreneurial Studies Level II (18-19 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Certificate of Completion in Entrepreneurial Studies Level I

The Certificate of Completion (CCL) in Entrepreneurial Studies Level I program is designed to provide students with an introduction to the entrepreneurial process. Courses include a history of entrepreneurship, current research into its impacts on society, types of business start-up opportunities, and creating a preliminary business plan, as well as securing a healthy financial future.

CIPS Code: 52.0701

Required Courses: 10-11

EPS150	Introduction to Entrepreneurship	3
EPS160	New Venture Creation	2
EPS180 EPS195	Technology Business Plan (3) OR Business Start-Up and Planning (2)	2-3
GBS/HEC132	Personal and Family Financial Security	3

Certificate of Completion in Entrepreneurial Studies Level II

The Certificate of Completion (CCL) in Entrepreneurial Studies Level II program is designed to provide students with the necessary skills, knowledge, and abilities to start and run their own business. Courses include new venture legal issues, financial projections, and alternatives, in addition to market research to determine business feasibility. Also covers management skills and entrepreneurial thinking for owning and operating a small business.

CIPS Code: 52.0701

Program Prerequisites: 10-11

Certification of Completion in Entrepreneurial Studies Level I	10-11

Required Courses: 8

EPS161	New Venture Law and Finance	3
EPS165	New Venture Feasibility Analysis	2
MGT253	Owning and Operating a Small Business	3

** Indicates course has a Prerequisite and/or Corequisite.*

Family Engagement Specialist

Certificate of Completion in Family Engagement Specialist

The Certificate of Completion (CCL) in Family Engagement Specialist program is designed to prepare students to work as School Liaisons or Teaching Assistants with an emphasis in Family Engagement strategies in K-12 school environments. The program provides opportunities for students to develop leadership and communication skills and covers parental engagement, adolescent development, and cultural awareness. The history of and current issues in education are also addressed.

CIPS Code: 13.1501

Program Prerequisites:

High School diploma or GED equivalent.

Required Courses: 25

Students are required to take each pair of courses grouped below concurrently:

AAA/CPD115 EFE201	Creating College Success (1) **AND** Family Engagement Specialist (0.5)	1.5
CFS225 EFE202	Foundations of Parent Education (3) **AND** Family Engagement Specialist: Parent Education (0.5)	3.5
PSY201AC* EFE203	Selected Issues in Psychology (3) **AND** Family Engagement Specialist: Adolescent Behavior (0.5)	3.5
EDU230 EFE205	Cultural Diversity in Education (3) **AND** Family Engagement Specialist: Cultural Diversity (0.5)	3.5
COM225* EFE206	Public Speaking (3) **AND** Family Engagement Specialist: Public Speaking (0.5)	3.5
EDU221 EFE207	Introduction to Education (3) **AND** Family Engagement Specialist: Introduction to Education (0.5)	3.5
ENG101*	First-Year Composition SUN# ENG1101 (3) **AND**	
EFE204	Family Engagement Specialist: Written Communication (0.5)	3.5
CPD103BL EFE208	Dynamics of Leadership (2) **AND** Family Engagement Specialist: Leadership (0.5)	2.5

CCL in Family Engagement Specialist Suggested Course Sequence

Semester 1: 12 credits

AAA/CPD115 & EFE201	1.5
CFS225 & EFE202	3.5
PSY201AC* & EFE203	3.5
EDU230 & EFE205	3.5

Semester 2: 13 credits

COM225* & EFE206	3.5
EDU221 & EFE207	3.5
ENG101* & EFE204	3.5
CPD103BL & EFE208	2.5

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Family Engagement Specialist (25 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Family Life Education

CCL in Adolescent Development Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
CFS183	3
CFS249	3
CFS277	3

Semester 2: 7 credits

FCS250*	3
FCS260*	1
PSY101	3

CCL in Adult Development and Aging Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
CFS247	3
CFS249	3
CFS251	3

Semester 2: 7 credits

CFS252	3
FCS250*	3
FCS260*	1

Certificate of Completion in Adolescent Development

The Certificate of Completion (CCL) in Adolescent Development is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, crisis intervention programs, group homes and halfway houses, social service agencies (both private and State/local government), agencies for individuals with disabilities, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0799

Required Courses: 19

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
CFS183	Contemporary Issues in Adolescence	3
CFS249	Transition to Adulthood	3
CFS277	Adult-Adolescent Interaction	3
FCS250*	Portfolio Development and Professional Writing	3
FCS260*	Family and Consumer Science Internship	1
PSY101	Introduction to Psychology SUN# PSY1101	3

Certificate of Completion in Adult Development and Aging

The Certificate of Completion (CCL) in Adult Development and Aging is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0702

** Indicates course has a Prerequisite and/or Corequisite.*

Family Life Education

Required Courses: 19

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
CFS247	Family Ties and Aging	3
CFS249	Transition to Adulthood	3
CFS251	Transitions: Work to Retirement	3
CFS252	Contemporary Issues in Aging	3
FCS250*	Portfolio Development and Professional Writing	3
FCS260*	Family and Consumer Science Internship	1

Certificate of Completion in Parent Education

The Certificate of Completion (CCL) in Parent Education is designed to prepare individuals to enter the family life education with a focus on parent education. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, crisis intervention programs, social service agencies (both private and State/local government), and other child and family, community-based organizations.

CIPS Code: 19.0799

Required Courses: 19

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
CFS190	Home-Based Visitation	3
CFS220	Introduction to Parenting and Family Development	3
CFS225	Foundations of Parent Education	3
CFS243	Cross-Cultural Parenting	
FCS250*	Portfolio Development and Professional Writing	3
FCS260*	Family and Consumer Science Internship	1

CCL in Child and Family Organizations Management and Administration Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
CFS206	3
CFS207	3
CFS208	3

Semester 2: 7 credits

CFS209	3
FCS250*	3
FCS260*	1

CCL in Parent Education Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
CFS190	3
CFS220	3
CFS225	3

Semester 2: 7 credits

CFS243	3
FCS250*	3
FCS260*	1

** Indicates course has a Prerequisite and/or Corequisite.*

Family Life Education

AAS in Family Life Education Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
CFS205	3
ENG101* or ENG107*	3
COM110	3

Semester 2: 9-14 credits

CFS210	3
CRE101* or equivalent	0-3
ENG102* or ENG108*	3
MAT112* or higher level	3-5

Semester 3: 12 credits

CFS157	3
CFS240	3
CFS259*	3
Humanities & Fine Arts	3

Semester 4: 13 credits

CFS250	3
CFS258*	3
FON100	3
Natural Sciences	4

Certificate of Completion in Child and Family Organizations Management and Administration

The Certificate of Completion (CCL) in Child and Family Organizations Management and Administration is designed to prepare individuals to enter the family life education, human development, early childhood settings, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities within management and administration of programs such as: early childhood settings, adoption and foster care, adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0708

Required Courses: 19

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUNY CIS1120 (3)	3
CFS206	Child and Family Organizations: Management and Administration	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
CFS208	Child and Family Organizations: Fiscal Management and Grant Writing	3
CFS209	Child and Family Organizations: Project Management	3
FCS250*	Portfolio Development and Professional Writing	3
FCS260*	Family and Consumer Science Internship	1

Associate in Applied Science in Family Life Education

The Associate in Applied Science (AAS) in Family Life Education is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may find employment opportunities in adoption and foster care, adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0707

** Indicates course has a Prerequisite and/or Corequisite.*

Family Life Education

Required Courses: 40

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
CFS205	Human Development	3
CFS210	Family Life Education	3
CFS240	Human Behavior in Context	3
CFS250	Social Policy and Families	3
CFS258*	Families in Society	3
CFS259*	Sexuality over the Life Span	3
FCS250*	Portfolio Development and Professional Writing *Note: Students must complete the FCS260 Family and Consumer Science Internship in a setting or with an organization aligned with selected Block, approved by the Program Director or designated faculty member.*	3
FCS260*	Family and Consumer Science Internship	1
FON100	Introductory Nutrition	3

Students must complete one of the following Blocks:

Block One - Parent Education: 12

CFS190	Home-Based Visitation	3
CFS220	Introduction to Parenting and Family Development	3
CFS225	Foundations of Parent Education	3
CFS243	Cross-Cultural Parenting	3

Block Two – Adolescent Development: 12

CFS183	Contemporary Issues in Adolescence	3
CFS249	Transition to Adulthood	3
CFS277	Adult-Adolescent Interaction	3
PSY101	Introduction to Psychology SUN# PSY1101	3

Block Three - Adult Development and Aging: 12

CFS247	Family Ties and Aging	3
CFS249	Transition to Adulthood	3
CFS251	Transitions: Work to Retirement	3
CFS252	Contemporary Issues in Aging	3

Block Four – Child and Family Organizations Management and Administration: 12

CFS206	Child and Family Organizations: Management and Administration	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
CFS208	Child and Family Organizations: Fiscal Management and Grant Writing	3
CFS209	Child and Family Organizations: Project Management	3

Semester 5: 10 credits

Students must complete 1 of 4 blocks:

Block 1: Parent Education:

CFS190	3
CFS220	3
FCS250*	3
FCS260*	1

Block 2: Adolescent Development:

CFS183	3
CFS249	3
FCS250*	3
FCS260*	1

Block 3: Adult Development and Aging:

CFS247	3
CFS249	3
FCS250*	3
FCS260*	1

Block 4: Child and Family Organizations Management and Administration:

CFS206	3
CFS207	3
FCS250*	3
FCS260*	1

Semester 6: 6 credits

Students must complete 1 of 4 blocks:

Block 1: Parent Education:

CFS225	3
CFS243	3

Block 2: Adolescent Development:

CFS277	3
PSY101	3

Block 3: Adult Development and Aging:

CFS251	3
CFS252	3

Block 4: Child and Family Organizations Management and Administration:

CFS208	3
CFS209	3

** Indicates course has a Prerequisite and/or Corequisite.*

Family Life Education

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Adolescent Development (19 credits)
- Adult Development and Aging (19 credits)
- Child and Family Organization Management and Administration (19 credits)
- Parent Education (19 credits)

Associate in Applied Science in:

- Family Life Education (62-67 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6

ENG101* First-Year Composition SUN# ENG1101 (3) **AND**
ENG102* First-Year Composition SUN# ENG1102 (3)
OR
ENG107* First-Year Composition for ESL (3) **AND**
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

COM110 Interpersonal Communication SUN# COM1100

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent by assessment

Mathematics 3-5

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course MAT142 recommended for students considering transfer to a university.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

CFS157 Marriage and Family Life (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

General Business

Certificate of Completion in General Business

The Certificate of Completion (CCL) in General Business is designed to provide business training for various entry-level positions in business. The courses include an introduction to business concepts, accounting and computer principles, and legal issues related to business. An Associate in Applied Science (AAS) is also available.

CIPS Code: 52.0101

Required Courses: 12

ACC111	Accounting Principles I	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3

Restricted Electives: 9

Students should select nine (9) credits from the following courses.

Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

ACCxxx	Any ACC Accounting course(s)	
GBSxxx	Any GBS General Business course(s)	
IBSxxx	Any IBS International Business course(s)	
MGTxxx	Any MGT Management course(s)	
MKTxxx	Any MKT Marketing course(s)	
REAxxx	Any REA Real Estate course(s)	
SBSxxx	Any SBS Small Business Management course(s)	
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS133DA	Internet/Web Development Level I	3
EPSxxx	Any EPS Entrepreneurial Studies course(s)	1-3

CCL in General Business Suggested Course Sequence

Semester 1: 12 credits

ACC111	3
CIS105	3
GBS151	3
GBS205	3

Semester 2: 9 credits

Any Restricted Electives	9

** Indicates course has a Prerequisite and/or Corequisite.*

General Business

AAS in General Business Suggested Course Sequence

Semester 1: 12 credits

CIS105	3
ECN211 or ECN212 or SBU200	3
ENG101* or ENG107*	3
Humanities & Fine Arts	3

Semester 2: 9-14 credits

CRE101* or equivalent	0-3
ENG102* or ENG108*	3
MAT120* or MAT121* or MAT122*	3-5
ACC111	3

Semester 3: 13 credits

GBS110 or MGT175 or MGT251	3
GBS151	3
Natural Sciences	4
Oral Communications	3

Semester 4: 12 credits

GBS205	3
GBS233*	3
MKT271	3
Any Restricted Electives	3

Semester 5: 12 credits

Any Restricted Electives	12

Semester 6: 3 credits

Any Restricted Electives	3

Associate in Applied Science in General Business

The Associate in Applied Science (AAS) in General Business program is designed to meet the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve the student`s business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. In addition, this program may aid a student in recognizing a specific business field to be pursued in future studies. Although many courses will transfer to a four-year institution, some courses do not. This curriculum is not designed to meet the needs of students who wish to transfer to a four-year institution. A Certificate of Completion (CCL) is also available.

CIPS Code: 52.0101

Required Courses: 21

ACC111	Accounting Principles I	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
GBS110	Human Relations in Business and Industry (3) **OR**	
MGT175	Business Organization and Management (3) **OR**	
MGT251	Human Relations in Business (3)	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS233*	Business Communication	3
MKT271	Principles of Marketing	3

Restricted Electives: 18

Students should select eighteen (18) credits from the following courses.

Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

ACCxxx	Any ACC Accounting course(s)	
EPSxxx	Any EPS Entrepreneurial Studies course(s)	
GBSxxx	Any GBS General Business course(s)	
IBSxxx	Any IBS International Business course(s)	
MGTxxx	Any MGT Management course(s)	
MKTxxx	Any MKT Marketing course(s)	
REAxxx	Any REA Real Estate course(s)	
SBSxxx	Any SBS Small Business Management course(s)	
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS133DA	Internet/Web Development Level I	3

** Indicates course has a Prerequisite and/or Corequisite.*

General Business

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent by assessment 0-3

Mathematics 3-5

MAT120* Intermediate Algebra (5) **OR**
MAT121* Intermediate Algebra (4) **OR**
MAT122* Intermediate Algebra (3)

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

ECN211 Macroeconomic Principles
SUN# ECN2201 (3) **OR**
ECN212 Microeconomic Principles
SUN# ECN2202 (3) **OR**
SBU200 Society and Business (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
General Business
(21 credits)

Associate in Applied Science in:
General Business
(61-66 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Law Enforcement Technology

CCL in Law Enforcement Technology Suggested Course Sequence

Semester 1: 12 credits

LET106	2
LET109	2
LET110	3
LET125	2
LET127	2
LET146	1

Semester 2: 8 credits

LET158	2
LET202	2
LET203	2
LET211	2

Semester 3: 11 credits

LET223	1
LET224	4
LET282	4
LET285BA	2

Semester 4: 8 credits

LET284	4
LET286	4

AAS in Law Enforcement Technology Suggested Course Sequence

Semester 1: 10 credits

COM100 or COM230	3
ENG101*	3
LET106	2
LET109	2

Semester 2: 12 credits

CRE101* or CRE111*	3
ENG102* or ENG111*	3
LET110	3
Any Mathematics course	3

Certificate of Completion in Law Enforcement Technology

The Certificate of Completion (CCL) in Law Enforcement Technology program is designed as a preparatory certificate to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. This certificate does not lead to AZ Peace Officer certification.

CIPS Code: 43.0107

Required Courses: 39

LET106	Patrol Procedures	2
LET109	Criminal Law	2
LET110	Fundamentals of Law Enforcement	3
LET125	Legal Aspects of Law Enforcement	2
LET127	Field Problems	2
LET146	Officer Survival	1
LET158	Fundamentals of First Aid Care for Law Enforcement	2
LET202	Traffic Procedures	2
LET203	Report Writing	2
LET211	Criminalistics	2
LET223	Search and Seizure	1
LET224	Crime Scene Investigations	4
LET282	Police Roles and Responsibilities	4
LET284	Professionalism Within Policing	4
LET285BA	Current Issues in Law Enforcement Technology	2
LET286	Modern Policing Strategies	4

Associate in Applied Science in Law Enforcement Technology

The Associate in Applied Science (AAS) in Law Enforcement Technology program is designed to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. In addition, a Certificate of Completion (CCL) in Law Enforcement Technology Academy and a Certificate of Completion in Law Enforcement Technology are also available.

CIPS Code: 43.0107

Required Courses: 39

Certificate of Completion in Law Enforcement Technology	39

** Indicates course has a Prerequisite and/or Corequisite.*

Law Enforcement Technology

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3) **OR**
COM230 Small Group Communication
SUN# COM2271 (3)

Critical Reading 3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3)

Mathematics 3

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Semester 3: 11 credits

LET125	2
LET127	2
LET146	1
Humanities & Fine Arts	3
Social & Behavioral Sciences	3

Semester 4: 12 credits

LET158	2
LET202	2
LET203	2
LET211	2
Natural Sciences	4

Semester 5: 11 credits

LET223	1
LET224	4
LET282	4
LET285BA	2

Semester 6: 8 credits

LET284	4
LET286	4

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
Law Enforcement Technology (39 credits)

Associate in Applied Science in:
Law Enforcement Technology (64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Military Leadership

CCL in Military Leadership Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
MGT229	3
MGT251 or PAD122	3
Any Military ACE credits	3

Semester 2: 6 credits

GBS233*	3
Any Miltary ACE credits	3

AAS in Military Leadership Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
COM100 or COM110 or COM225* or COM230	3
ENG101* or ENG107*	3
PAD170	3

Semester 2: 12 credits

CRE101* or CRE111* or equivalent	3
ENG102* or ENG108* or ENG111*	3
MAT122* or higher level	3
MGT251 or PAD122	3

Semester 3: 12 credits

GBS233*	3
MGT229	3
Humanities & Fine Arts	3
Social & Behavioral Sciences	3

Certificate of Completion in Military Leadership

The Certificate of Completion (CCL) in Military Leadership program is designed to provide active, guard, reserve, veteran or retired military personnel with leadership training that will develop and enhance their skills and professional opportunities. The coursework will cover communication methods, leadership styles, organizational behavior concepts, employee motivation, and the decision-making process. An emphasis is placed on leadership skills and current leadership challenges. The program includes a Certificate of Completion (CCL) in Military Leadership and an Associate in Applied Science (AAS) in Military Leadership.

CIPS Code: 52.0213

Admission Criteria:

Student must be an active, guard, reserve, veteran or retired member of the military.

Required Courses: 18

BPC110 CIS105	Computer Usage and Applications (3) **OR** Survey of Computer Information Systems SUN CIS1120 (3)	3
GBS233*	Business Communication	3
MGT229	Management and Leadership I	3
MGT251 PAD122	Human Relations in Business (3) **OR** Public Sector Human Resources Management (3)	3
Students must also choose 6 military specific American Council on Education (ACE) recommended credits and have them approved by the department chair.		6

Associate in Applied Science in Military Leadership

The Associate in Applied Science (AAS) in Military Leadership program is designed to provide active, guard, reserve, veteran or retired military personnel with leadership training that will develop and enhance their skills and professional opportunities. The coursework will cover communication methods, leadership styles, organizational behavior concepts, employee motivation, and the decision-making process. An emphasis is placed on leadership skills and current leadership challenges. The program includes a Certificate of Completion (CCL) in Military Leadership and an Associate in Applied Science (AAS) in Military Leadership.

CIPS Code: 52.0213

Admission Criteria:

Student must be an active, guard, reserve, veteran or retired member of the military.

** Indicates course has a Prerequisite and/or Corequisite.*

Military Leadership

Required Courses: 21

Certificate of Completion in Military Leadership		18
PAD170	Public Sector Organizational Behavior	3

Restricted Electives: 18

Students must choose 18 industry/job specific elective credits and have them approved by the department chair. These industry/job specific credits may include up to 18 military specific American Council on Education (ACE) recommended credits.

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3) **OR**
ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication
SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication
SUN# COM2271 (3)

Critical Reading 3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3) **OR**
Equivalent as indicated by assessment.

Mathematics 3

MAT122* Intermediate Algebra (3) **OR**
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Semester 4: 13 credits

Natural Sciences	4
Any Restricted Electives	9

Semester 5: 12 credits

Any Restricted Electives	12

Semester 6: 3 credits

Any Restricted Electives	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
Military Leadership
(18 credits)

Associate in Applied Science in:
Military Leadership
(64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Mobile Apps Programming

CCL in Mobile Apps Programming Suggested Course Sequence

Semester 1: 0-29 credits

CIS150* and CCL in Programming or permission of Department or Division Chair	0-29

Semester 2: 7 credits

CIS120DF	3
CIS121AI	1
CIS165DA*	3

Semester 3: 9 credits

CIS132	3
CIS165*	3
CIS165DB*	3

Certificate of Completion in Mobile Apps Programming

The Certificate of Completion (CCL) in Mobile Apps Programming is designed to prepare individuals with the skills necessary to develop and distribute applications for mobile devices. Courses will include Mac Operating System, Adobe Photoshop, and Hypertext Markup Language (HTML)/Cascading Styles Sheets (CSS) for the development of iPhone, Android, and Windows 8 App development.

CIPS Code: 11.0201

Program Notes:

The Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

Program Prerequisites: 0-29

CIS150* Programming Fundamentals (3)
AND
Certificate of Completion in Programming (21-26)
OR
Certificate of Completion in Programming and System Analysis (24)
OR
Permission of Department or Division Chair. 0-29

Required Courses: 16

CIS120DF	Computer Graphics: Adobe Photoshop	3
CIS121AI	Mac Operating System	1
CIS132	HTML/CSS	3
CIS165*	Introduction to iPhone Application Programming	3
CIS165DA*	Android Mobile Device Programming	3
CIS165DB*	C#/VB.NET: Windows 8 Mobile App Development	3

Certificate of Completion in Programming

The Certificate of Completion (CCL) in Programming is designed to prepare the student to work in the programming field. Courses focus on programming theory, Java programming, Visual Basic programming, and web programming.

CIPS Code: 11.0201

** Indicates course has a Prerequisite and/or Corequisite.*

Mobile Apps Programming

Program Notes:

The Computer Information System (CIS) or the Computer Science (CSC) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the certificate program. Consult with an Academic Advisor for complete information.

Program Prerequisites: 0-5

Students selecting CSC110 in the Required Courses area must complete MAT120/MAT121/MAT122.

MAT120*	Intermediate Algebra (5) **OR**	
MAT121*	Intermediate Algebra (4) **OR**	
MAT122*	Intermediate Algebra (3) **OR**	
	Permission of Instructor	0-5

Required Courses: 21

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS159*	Visual Basic Programming I	3
CIS162AD*	C#: Level I	3
CIS163AA*	Java Programming: Level I (3) **OR**	
CSC110*	Introduction to Computer Science (Java) (3)	3
CIS225AB*	Object-Oriented Analysis and Design (3) **OR**	
CSC205*	Object Oriented Programming and Data Structures (3) SUN# CSC2205	3
CIS259*	Visual Basic Programming II (3) **OR**	
CIS262AD	C# Level II (3) **OR**	
CIS263AA*	Java Programming: Level II (3)	3

Associate in Applied Science in Mobile Apps Programming

The Associate in Applied Science (AAS) in Mobile Apps Programming is designed to provide information and training on the programming aspect of technology. Individuals will be provided with the opportunity to develop skills necessary to work in the programming field including mobile applications programming. The program also includes a Certificate of Completion (CCL) in Programming, a Certificate of Completion (CCL) in Programming and System Analysis, and a Certificate of Completion (CCL) in Mobile Apps Programming.

Program Notes:

Student will need to consult with a program advisor on availability of Certificate of Completion programs.

Program requirements for CCL/5047 in Programming or CCL/5048 in Programming and System Analysis may be taken in the CCL/5793 Mobile Apps Programming.

CCL in Programming Suggested Course Sequence

Semester 1: 3-8 credits

Students selecting CSC110 in the Required Courses area must complete MAT120/MAT121/MAT122.

MAT120* or MAT121* or MAT122*	0-5
CIS105	3

Semester 2: 12 credits

CIS119DO* or CIS276DA* or CIS276DB*	3
CIS159*	3
CIS163AA * or CSC110*	3

Semester 3: 6 credits

CIS162AD*	3
CIS225AB* or CSC205*	3
CIS259* or CIS262AD* or CIS263AA*	3

Note: Students who choose to take CIS262AD will need to complete it in the following semester in order to complete the course prerequisite of CIS162AD.

AAS in Mobile Apps Programming Suggested Course Sequence

Semester 1: 12-14 credits

CIS105	3
COM100	3
ENG101* or ENG107*	3
MAT120* or MAT121* or MAT122*	3-5

Semester 2: 9-12 credits

CIS119DO* or CIS276DA* or CIS276DB*	3
CIS159*	3
CIS162AD*	3
CRE101* or CRE111* or equivalent	0-3

** Indicates course has a Prerequisite and/or Corequisite.*

Mobile Apps Programming

Semester 3: 12 credits

CIS163AA* or CSC110*	3
CIS225AB* or CSC205*	3
ENG102* or ENG108*	3
Humanities & Fine Arts	3

Semester 4: 13 credits

CIS150*	3
CIS259* or CIS262AD* or CIS263AA*	3
Natural Sciences	3
Social & Behavioral Sciences	3

Semester 5: 10 credits

CIS120DF	3
CIS121AI	1
CIS132	3
CIS165*	3

Semester 6: 6 credits

CIS165DA*	3
CIS165DB*	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Mobile Apps Programming (16-45 credits)
Programming (21-26 credits)

Associate in Applied Science in:

Mobile Apps Programming (64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Required Courses: 37-45

Certificate of Completion in Programming (21-26)
OR
Certificate of Completion in Programming and System Analysis (24)
AND
Certificate of Completion in Mobile Apps Programming (16-45) 37-45

General Education Requirements: 19-27

General Education Core: 9-17

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3) **OR**
Equivalent as indicated by assessment

Mathematics 0-5

Mathematics may be met by MAT120, or MAT121, or MAT122 if taken in Required Courses area.

MAT120* Intermediate Algebra (5) OR
MAT121* Intermediate Algebra (4) OR
MAT122* Intermediate Algebra (3) OR
Satisfactory completion of a higher level mathematics course

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course from the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course from the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course from the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Organizational Management

Certificate of Completion in Organizational Leadership

The Certificate of Completion (CCL) in Organizational Leadership is designed to prepare students with knowledge and skills needed in today`s changing workplace. The program provides leadership and communication skills and techniques for planning, directing, and evaluating business situations. This program also emphasizes procedures for effective allocation of time, money, materials, space, and personnel. An Associate in Applied Science (AAS) in Organizational Management is also available.

CIPS Code: 52.0201

Program Prerequisites: 0-3

ENG101*	First-Year Composition (3) **OR**	
ENG107*	First-Year Composition for ESL (3) **OR**	
Permission of Department or Division (0)		0-3

Required Courses: 18

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
GBS110	Human Relations in Business and Industry (3) **OR**	
MGT251	Human Relations in Business (3)	3
GBS151	Introduction to Business	3
GBS233*	Business Communication	3
MGT175	Business Organization and Management (3) **OR**	
TQM240	Project Management in Quality Organizations (3)	3
MGT101	Techniques of Supervision (3) **OR**	
MGT229	Management and Leadership I (3)	3

Associate in Applied Science in Organizational Management

The Associate in Applied Science (AAS) in Organizational Management program is designed with a customized curriculum specific to the student's individual needs in addition to the knowledge and skills needed in today's changing workplace. The program provides leadership and communication skills and techniques for planning, directing, and evaluating business situations, with an emphasis on effective allocation of time, money, materials, space, and personnel. A Certificate of Completion (CCL) in Organizational Leadership is also available.

CIPS Code: 52.1003

CCL in Organizational Leadership Suggested Course Sequence

Semester 1: 0-3 credits

ENG101* or ENG107*	0-3

Semester 2: 12 credits

BPC110 or CIS105	3
GBS110 or MGT251	3
GBS151	3
MGT175 or TQM240	3

Semester 3: 6 credits

GBS233*	3
MGT101 or MGT229	3

** Indicates course has a Prerequisite and/or Corequisite.*

Organizational Management

AAS in Organizational Management Suggested Course Sequence

Semester 1: 12 credits

BPC110 or CIS105	3
ENG101* or ENG107*	0-3
GBS110 or MGT251	3
Oral Communications	3

Semester 2: 9-14 credits

CRE101* or equivalent	0-3
ENG102* or ENG108*	3
GBS151	3
Mathematics course	3-5

Semester 3: 12 credits

GBS233*	3
MGT175 or TQM240	3
Humanities & Fine Arts	3
Social & Behavioral Sciences	3

Semester 4: 13 credits

MGT101 or MGT229	3
Natural Sciences	4
Any Restricted Electives	6

Semester 5: 9-14 credits

Restricted Electives	9-14

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Organizational Leadership (18 credits)

Associate in Applied Science in:

Organizational Management (60 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Required Courses: 18

Certificate of Completion in Organizational Leadership 18

Restricted Electives: 19-25

Students must choose 19-25 industry/job related course credits from any MCCCD occupational program and/or Academic Certificate.

Industry/job related course credits must include a minimum of 9 credits with a common subject or theme. Program of study must be approved by the business department chair or designee.

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent by assessment

Mathematics 3-5

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Paralegal

Certificate of Completion in Paralegal

The Certificate of Completion (CCL) in Paralegal program is designed to provide students with training required for employment as a paralegal. The program covers foundations and types of law including business and tort law in addition to fundamentals of litigation. Courses focus on paralegal responsibilities in the various areas of law practice, including the development of effective written and oral communication skills, critical thinking skills, computer proficiency, and legal research techniques. Legal theory and ethics are integrated throughout the program. The program includes both a Certificate of Completion in Paralegal and an Associate in Applied Science in Paralegal.

CIPS Code: 22.0302

Required Courses: 36-39

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
CRE101*	College Critical Reading (3) **OR**	
Equivalent as indicated by assessment.		0-3
ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	3
PAR102	Foundations of the Paralegal Profession	3
PAR104*	Ethics for the Paralegal	3
PAR106*	Legal Foundations for Paralegals	3
PAR112*	Paralegal Fundamentals of Litigation	3
PAR114*	Paralegal Litigation	3
PAR206*	Paralegal Business Law	3
PAR208*	Introduction to Tort Law	3
PAR220*	Paralegal Writing	3
PAR222*	Paralegal Research	3
PAR224*	Law Office Technology for the Paralegal	3

CCL in Paralegal Suggested Course Sequence

Semester 1: 9 credits

BPC110 or CIS105	3
ENG101* or ENG107*	3
PAR102	3

Semester 2: 0-3 credits

CRE101* or equivalent	0-3

Semester 3: 12 credits

PAR104*	3
PAR106	3
PAR112*	3
PAR220*	3

Semester 4: 9 credits

PAR114*	3
PAR222*	3
PAR224*	3

Semester 5: 6 credits

PAR206*	3
PAR208*	3

** Indicates course has a Prerequisite and/or Corequisite.*

Paralegal

AAS in Paralegal Suggested Course Sequence

Semester 1: 9 credits

BPC110 or CIS105	3
ENG101* or ENG107*	3
COM100 or COM110 or COM230	3

Semester 2: 9-12 credits

CRE101* or equivalent	0-3
ENG102* or ENG111*	3
MAT112* or higher level	3
PAR102	3

Semester 3: 12 credits

PAR104*	3
PAR106	3
PAR112*	3
Social & Behavioral Sciences	3

Semester 4: 13 credits

PAR114*	3
PAR222*	3
Humanities & Fine Arts	3
Natural Sciences	4

Semester 5: 12 credits

PAR206*	3
PAR208*	3
PAR220*	3
PAR224*	3

Semester 6: 6-9 credits

Any Restricted Electives	6-9

Associate in Applied Science in Paralegal

The Associate in Applied Science (AAS) in Paralegal program is designed to provide students with training required for employment as a paralegal. The program covers foundations and types of law including business and tort law in addition to fundamentals of litigation. Courses focus on paralegal responsibilities in the various areas of law practice, including the development of effective written and oral communication skills, critical thinking skills, computer proficiency, and legal research techniques. Legal theory and ethics are integrated throughout the program. The program includes both a Certificate of Completion in Paralegal and an Associate in Applied Science in Paralegal.

CIPS Code: 22.0302

Required Courses: 36-39

Certificate of Completion in Paralegal		36-39

Restricted Electives: 6-9

PAR230*	Family Law for the Paralegal	3
PAR231*	Elder Law for the Paralegal	3
PAR232*	Bankruptcy Law for the Paralegal	3
PAR233*	Real Estate Law for the Paralegal	3
PAR234	Administrative Law for the Paralegal	3
PAR235*	Corporate Law for the Paralegal	3
PAR237*	Paralegals and Environmental Law	3
PAR238*	Paralegals and Immigration Law	3
PAR239*	Legal Investigation	3
PAR260*	Paralegal Internship Skills	1
PAR290AB*	Internship for the Paralegal	2
PARxxx	Any PAR Paralegal Studies Course	1-3
POS110	American National Government SUN# POS1110	3
POS221	Arizona Constitution	1
POS222	U.S. Constitution	2

General Education Requirements: 19

General Education Core: 9

First-Year Composition 3

Three (3) credits of First Year Composition are met by ENG101 or ENG107 in the Required Courses area.

ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG108*	First-Year Composition for ESL **OR**
ENG111*	Technical and Professional Writing (3)

** Indicates course has a Prerequisite and/or Corequisite.*

Paralegal

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication
SUN# COM1100 (3) **OR**
COM230 Small Group Communication
SUN# COM2271 (3)

Critical Reading 0

Met by CRE101 or Equivalent in the Required Courses Area.

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Paralegal
(36-39 credits)

Associate in Applied Science in:

Paralegal
(64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Public Administration

CCL in Public Administration Suggested Course Sequence

Semester 1: 9 credits

PAD100	3
PAD107	3
PAD122	3

Semester 2: 9 credits

PAD170	3
PAD200*	3
POS110	3

Certificate of Completion in Public Administration

The Certificate of Completion (CCL) in Public Administration program is designed to train employees of government agencies and those seeking employment or advancement in government agencies. Students will be presented with information to gain knowledge and skills in the areas of communication, organizational behavior, teamwork and finance as well as computer usage. The history, present, and future of public administration will also be addressed.

CIPS Code: 52.0204

Required Courses: 18

PAD100	21st Century Public Policy and Service	3
PAD107	Public Finance Administration	3
PAD122	Public Sector Human Resources Management	3
PAD170	Public Sector Organizational Behavior	3
PAD200*	Public Affairs Economics	3
POS110	American National Government SUN# POS1110	3

Associate in Applied Science in Public Administration

The Associate in Applied Science (AAS) in Public Administration program is designed to meet the needs of employees of government agencies and those desiring employment or advancement in government agencies. The program covers the history, present, and future of public administration. Courses include topics on finance, communication, organizational behavior, teamwork, and management styles.

CIPS Code: 52.0204

Required Courses: 18

Certificate of Completion in Public Administration	18

** Indicates course has a Prerequisite and/or Corequisite.*

Public Administration

Restricted Electives: 21

Students must choose twenty-one (21) industry/job specific elective credits from the list of Restricted Electives below and have them approved by the department chair. A student may choose no more than 9 credits within a discipline.

ACC111	Accounting Principles I	3
ACC112*	Accounting Principles II (3) **OR**	
ACC230*	Uses of Accounting Information I (3)	3
ACC212*	Managerial Accounting SUN# **ACC2202** (3) **OR**	
ACC240*	Uses of Accounting Information II (3)	3
ECN211	Macroeconomic Principles SUN# **ECN2201**	3
ECN212	Microeconomic Principles SUN# **ECN2202**	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS233*	Business Communication	3
MGT175	Business Organization and Management	3
MGT229	Management and Leadership I	3
POS221	Arizona Constitution	1
PSY101	Introduction to Psychology SUN# **PSY1101**	3
SOC101	Introduction to Sociology SUN# **SOC1101**	3
SOC212	Gender and Society	3
CISxxx	Any CIS Computer Information Systems course	
HCCxxx	Any HCC Health Core Curriculum course	
HCRxxx	Any HCR Health Care Related course	
HSAxxx	Any HSA Human Services Administration course	
LBSxxx	Any LBS Library Skills course	
LETxxx	Any LET Law Enforcement Technology course	
PADxxx	Any PAD Public Administration course	

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101*	First-Year Composition SUN# **ENG1101** (3) **OR**
ENG107*	First-Year Composition for ESL (3) **AND**
ENG102*	First-Year Composition SUN# **ENG1102** (3) **OR**
ENG108*	First-Year Composition for ESL (3)

AAS in Public Administration Suggested Course Sequence

Semester 1: 12 credits

COM100 or COM230	3
ENG101* or ENG107*	3
PAD100	3
Humanities & Fine Arts	3

Semester 2: 9-12 credits

CRE101* or equivalent	0-3
ENG102* or ENG108*	3
MAT112* or MAT122*	3
PAD107	3

Semester 3: 13 credits

PAD122	3
PAD200*	3
Natural Sciences	3
Social & Behavioral Sciences	3

Semester 4: 12 credits

PAD170	3
POS110	3
Any Restricted Electives	6

Semester 5: 12 credits

Any Restricted Electives	12

Semester 6: 3 credits

Any Restricted Electives	3

** Indicates course has a Prerequisite and/or Corequisite.*

Public Administration

Certificate(s) or Degree(s) Awarded:

Certificates of Completion in:

Public Administration (18 credits)

Associate in Applied Science in:

Public Administration (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3) **OR**
COM230 Small Group Communication
SUN# COM2271 (3)

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
MAT122* Intermediate Algebra (3)

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service is designed to provide students with training to meet the requirements for employment in non-sales areas. The courses will be offered in Customer Service, Teamwork, Communication skills (both written and oral) and Professional Development.

CIPS Code: 52.0411

Required Courses: 13-14

COM110	Interpersonal Communication SUN# COM1100	3
GBS175	Professional Development	3
TQM101	Quality Customer Service	3
TQM105*	Writing for Quality Results (2) **OR**	
GBS233*	Business Communication (3)	2-3
TQM230	Teamwork Dynamics	2

Restricted Electives: 3

BPCxxx	Any BPC Business-Personal Computer course	3
COM263	Elements of Intercultural Communication	3
MGT172	Organizations, Paradigms, and Change	1
SOC212	Gender and Society	3
TQM200	Leadership for Front-Line Employees	2
TQM205	Managing Diversity	2

For additional Educational Partnership Programs in Quality Customer Service, see pages **205-212.**

CCL in Quality Customer Service Suggested Course Sequence

Semester 1: 11-12 credits

COM110	3
GBS175	3
TQM101	3
TQM105* or GBS233*	2-3

Semester 2: 5 credits

TQM230	2
Any Restricted Electives	3

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

AAS in Quality Customer Service Suggested Course Sequence

Semester 1: 12 credits

COM100	3
ENG101* or ENG107*	3
GBS175	3
TQM101	3

Semester 2: 10-14 credits

COM110	3
CRE101* or CRE111* or equivalent	0.3
MAT112* or higher level	3
TQM105* or GBS233*	3
TQM230*	2

Semester 3: 12 credits

ENG102* or ENG108* or ENG111*	3
Humanities & Fine Arts	3
Any BPCxxx or COM263 or MGT172 or SOC212 or TQM200 or TQM205	3
Any Restricted Electives	3

Semester 4: 13 credits

Natural Sciences	4
Social & Behavioral Sciences	3
Any Restricted Electives	6

Semester 5: 13-14 credits

Any Restricted Electives	13-14

Associate in Applied Science in Quality Customer Service

The Associate in Applied Science (AAS) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment. Courses will be offered in Customer Service, Teamwork, Communication Skills (both written and oral), and Professional Development.

CIPS Code: 52.0411

Required Courses: 16-17

Certificate of Completion in Quality Customer Service	16-17

Restricted Electives: 22-23

Students must choose 22-23 industry/job specific course credits and have them approved by the department chair, or choose 22-23 industry/job specific course credits from the list of Restricted Electives. These industry/job specific credits must include a minimum of 9 credits with a common subject.

AIRxxx	Any AIR Airline Operations course.
BTOxxx	Any BTO Business Technology for the Office course.
COVxxx	Any COV Covey course.
CSIxxx	Any CSI Credit Services Industry course.
CSRxxx	Any CSR Customer Service Representative course.
GBSxxx	Any GBS General Business course.
HSAxxx	Any HSA Human Services Administration course.
MGTxxx	Any MGT Management course.
PADxxx	Any PAD Public Administration course.
PGRxxx	Any PGR Professional Growth course.
PHTxxx	Any PHT Pharmacy Technology course.
PRMxxx	Any PRM Property Management course.
SBSxxx	Any SBS Small Business Management course.
TLTxxx	Any TLT Telecommunications Technology course.
TQMxxx	Any TQM Total Quality Management course.
TVLxxx	Any TVL Travel Agent Technology course.
UCSxxx	Any UCS Utilities Customer Service course.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

General Education Requirements: 22-25

General Education Core: 12- 15

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3) **OR**
ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Quality Customer Service (16-17 credits)

Associate in Applied Science in:

Quality Customer Service (61-64 credits)

Student must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Retail Management

CCL in Retail Management Suggested Course Sequence

Semester 1: 12 credits

ACC111 or ACC211	3
BPC110 or CIS105	3
COM100	3
GBS110 or MGT251	3

Semester 2: 12 credits

MGT180 or GBS270AC* or GBS296WC or GBS298AC*	3
MGT101 or MGT229	3
MGT179 or MGT276	3
MKT271	3

Certificate of Completion in Retail Management

The Retail Management Certificate of Completion (CCL) is designed to prepare individuals working in the Retail industry, and related fields, for the industry training needs in supervision and management, marketing, financial management, and business planning. The curriculum encompasses several business essentials and also emphasizes the skill sets needed for effective management and communication in the work environment.

CIPS Code: 52.1401

Required Courses: 24

ACC111 ACC211	Accounting Principles I (3) **OR** Financial Accounting SUNY# ACC2201 (3)	3
BPC110 CIS105	Computer Usage and Applications (3) **OR** Survey of Computer Information Systems SUNY# CIS1120 (3)	3
COM100	Introduction to Human Communication SUNY# COM1100	3
GBS110 MGT251	Human Relations in Business and Industry (3) **OR** Human Relations in Business (3)	3
MGT180 GBS270AC* GBS296WC* GBS298AC*	Retail Management (3) **OR** Business Internship (3) **OR** Cooperative Education (3) **OR** Special Projects (3)	3
MGT101 MGT229	Techniques of Supervision (3) **OR** Management and Leadership I (3)	3
MGT179 MGT276	Utilizing the Human Resources Department (3) **OR** Personnel/Human Resources Management (3)	3
MKT271	Principles of Marketing	3

** Indicates course has a Prerequisite and/or Corequisite.*

Retail Management

Associate in Applied Science in Retail Management

The Associate in Applied Science (AAS) in Retail Management degree is designed to prepare individuals working in the retail management, food industry, and related fields, for the mid-level management position challenges of the future. The curriculum encompasses business essentials and also emphasizes the skill sets needed for effective management and communication in the work environment. Instruction will provide the background and knowledge necessary for students to develop the judgment skills they must exercise as business managers.

CIPS Code: 52.1401

Required Courses: 24-27

Choose one of the following three accounting sequences:

ACC111 ACC230* ACC240*	Accounting Principles I (3) **AND** Uses of Accounting Information I (3) **AND** Uses of Accounting Information II (3)	
	OR	
ACC111 ACC112* ACC212*	Accounting Principles I (3) **AND** Accounting Principles II (3) **AND** Managerial Accounting (3)	
	OR	
ACC211 ACC212*	Financial Accounting (3) **AND** Managerial Accounting (3)	6-9
BPC110 CIS105	Computer Usage and Applications (3) **OR** Survey of Computer Information Systems SUN# CIS1120 (3)	3
GBS110 MGT251	Human Relations in Business and Industry (3) **OR** Human Relations in Business (3)	3
MGT101 MGT229	Techniques of Supervision (3) **OR** Management and Leadership I (3)	3
MGT179	Utilizing the Human Resources Department (3) **OR**	
MGT276	Personnel/Human Resources Management (3)	3
MKT268 MGT180	Merchandising (3) **OR** Retail Management (3)	3
MKT271	Principles of Marketing	3

Restricted Electives: 9-15

Student must complete additional nine (9) to fifteen (15) credits from GBS, MGT, and/or MKT prefixed courses (except courses used to satisfy Required Courses area nor excluded below) to complete a minimum of 61 total program credits. Must include at least one MKT course.

GBSxxx	Any GBS General Business course(s)	0-12
MGTxxx	Any MGT Management course(s) except MGT180	0-12
MKTxxx	Any MKT Marketing course(s) except MKT268	3-15

AAS in Retail Management Suggested Course Sequence

Semester 1: 12 credits

ACC111 or ACC211	3
BPC110 or CIS105	3
COM100	3
ENG101* or ENG107*	3

Semester 2: 6-14 credits

ACC112* or ACC230*	0-3

Note: Students choosing ACC211/212 course option not required to take ACC211 or ACC230.

CRE101* or equivalent	0-3
ENG102* or ENG108* or ENG111*	3
Mathematics	3-5

Semester 3: 12 credits

ACC212* or ACC240*	3
GBS110 or MGT251	3
SBU200	3
Humanities & Fine Arts	3

Semester 4: 13 credits

MGT101 or MGT229	3
MGT179 or MGT276	3
MGT180 or MKT268	3
Natural Sciences	4

Semester 5: 12 credits

MKT271	3
Any Restricted Electives	9

Semester 6: 0-6 credits

Any Restricted Electives	0-6

** Indicates course has a Prerequisite and/or Corequisite.*

Retail Management

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Retail Management
(24 credits)

Associate in Applied Science in:

Retail Management
(61-63 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3) **OR**
ENG111* Technical and Professional Writing (3)

(Note: ENG102 or ENG108 recommended for students pursuing a BAS degree at an Arizona university.)

Oral Communication 3

COM100 Introduction to Human Communication (3)
SUN# COM1100

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment.

Mathematics 3-5

Any approved general education course from the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

SBU200 Society and Business (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

** Indicates course has a Prerequisite and/or Corequisite.*

Small Business Start-Up

Certificate of Completion in Small Business Start-Up

The Certificate of Completion (CCL) in Small Business Start-Up program is designed to meet the needs of individuals who wish to become entrepreneurs. Courses provide a background in marketing, management, finance, and a capstone course in which students complete a business plan. The goal of the Small Business Start-Up certificate is to create a foundation for prospective small business owners and contribute to the long-term success of the business community.

CIPS Code: 52.0703

Required Courses: 12

MGT253	Owning and Operating a Small Business	3
MKT271	Principles of Marketing	3
SBS213	Hiring and Managing Employees	1
SBS214	Small Business Customer Relations	1
SBS220	Internet Marketing for Small Business	2
SBS230	Financial and Tax Management for Small Business	2

CCL in Small Business Start-Up Suggested Course Sequence

Semester 1: 12 credits

MGT253	3
MKT271	3
SBS213	1
SBS214	1
SBS220	2
SBS230	2

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Small Business Start-Up (12 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Sustainable Food Systems

CCL in Sustainable Food Systems Suggested Course Sequence

Semester 1: 3 credits

ENG101* or ENG107*	3

Semester 2: 12 credits

AGS182	2
FON104	1
FON161	3
SUS100	3
Any Restricted Electives	3

Semester 3: 6 credits

Any Restricted Electives	6

Certificate of Completion in Sustainable Food Systems

The Certificate of Completion (CCL) in Sustainable Food Systems program is designed for students who want to learn about historical events that mark the nation`s current food model and take part in creating solutions to alter this model to produce a more sustainable food system worldwide. Course topics include concepts covering gardening concepts, food safety and security, sustainability principles and strategies, global food systems and sustainable food productions systems. Students may also earn certification in a national food service safety and sanitation program. An Associate in Applied Science (AAS) degree in Sustainable Food Systems is also available.

CIPS Code: 19.0505

Admission Criteria:

Formal application and admission into the Sustainable Food Systems program is required. Applications are available from a program advisor.

Program Prerequisites: 3

ENG101*	First-Year Composition (3) SUN# ENG1101 **OR**	
ENG107*	First-Year Composition for ESL (3)	

Required Courses: 9

AGS182	Gardening Practices and Techniques	2
FON104	Certification in Food Service Safety and Sanitation	1
FON161	Sustainable Food Production Systems	3
SUS100	Introduction to Sustainability	3

Restricted Electives: 9

Students must choose nine (9) credits from the list of Restricted Electives below:

CUL105	Principles and Skills for Professional Cooking	3
CUL113	Commercial Baking Techniques	3
FON100	Introductory Nutrition	3
FON135	Sustainable Cooking	3
FON143	Food and Culture	3
FON163*	Sustainable Restaurant Practices	3
FON165	Food Entrepreneurship	3

** Indicates course has a Prerequisite and/or Corequisite.*

Sustainable Food Systems

Associate in Applied Science in Sustainable Food Systems

The Associate in Applied Science (AAS) in Sustainable Food Systems program is designed for a diverse student population, including those who are currently working within the food service industry and are interested in building upon their culinary skills in sustainable practices, as well as those with no culinary background. The program provides students with an overview of historical events that mark the Nation`s current food model, in addition to alternative methods for altering this model and creating more sustainable foods. Courses include concepts supporting the real food movement, which represents reeducating the individual and the community on the way food is purchased, brought to the table, and consumed. In addition, courses will cover basic nutrition, organic foods production, gardening concepts, food preparation laws and sanitation guidelines, basic principles, and preparation techniques for the cooking and baking process. The program also includes a Certificate of Completion (CCL) in Sustainable Food Systems.

CIPS Code: 19.0505

Admission Criteria:

Formal application and admission into the Sustainable Food Systems program is required. Applications are available from a program advisor.

Required Courses: 21

Certificate of Completion in Sustainable Food Systems	21

Restricted Electives: 18-22

Students must select eighteen (18) to twenty-two (22) credits from the list of Restricted Electives below except courses used to satisfy the Required Courses area:

AGS260	Origin and Composition of Soils	4
CUL105	Principles and Skills for Professional Cooking	3
CUL113	Commercial Baking Techniques	3
FON100	Introductory Nutrition	3
FON135	Sustainable Cooking	3
FON143	Food and Culture	3
FON162	Organic Foods Production	3
FON163	Sustainable Restaurant Practices	3
FON165	Food Entrepreneurship	3
FON285*	Food and Nutrition Studies Internship	4
PHI216	Environmental Ethics	3
SUS110	Sustainable World	3
SSH111	Sustainable Cities	3

AAS in Sustainable Food Systems Suggested Course Sequence

Semester 1: 12 credits

COM100 or COM110	3
ENG101* or ENG107*	3
Humanities & Fine Arts	3
Social & Behavioral Sciences	3

Semester 2: 12-15 credits

AGS182	2
CRE101* or CRE111* or equivalent	0-3
FON104	1
FON161	3
MAT112* or higher level	3
SUS100	3

Semester 3: 12-13 credits

BIO105 or CHM107	3-4
ENG102* or ENG108* or ENG111*	3

Students must also choose six (6) credits from the list of courses below:

CUL105 or CUL113 or FON100 or FON135 or FON143 or FON165	6

Semester 4: 12 credits

Students must also choose three (3) credits from the list of courses below:

CUL105 or CUL113 or FON100 or FON135 or FON143 or FON165	3
Any Restricted Electives	9

Semester 5: 9-13 credits

Any Restricted Electives	9-13

** Indicates course has a Prerequisite and/or Corequisite.*

Sustainable Food Systems

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Sustainable Food Systems (21 credits)

Associate in Applied Science in:

Sustainable Food Systems (61 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

General Education Requirements: 18-22

General Education Core: 9-12

First-Year Composition 3

Met by ENG101* or ENG107* in the Required Courses area

AND

ENG102* First-Year Composition SUN# ENG1102 (3) **OR**

ENG108* First-Year Composition for ESL (3) **OR**

ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**

COM110 Interpersonal Communication SUN# COM1100 (3)

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**

CRE111* Critical Reading for Business and Industry (3) **OR**

Equivalent as indicated by assessment.

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**

Satisfactory completion of a higher level Mathematics course.

General Education Distribution: 9-10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.
(PHI216 or SSH111 is recommended.)

Social and Behavioral Sciences 3

Any approved general education course from the Social and Behavioral Sciences area
(SSH111 is recommended.)

Natural Sciences 3-4

BIO105 Environmental Biology (4) **OR**

CHM107 Chemistry and Society (3)

** Indicates course has a Prerequisite and/or Corequisite.*



RECOGNITION OF ACADEMIC ACHIEVEMENT

In addition to degrees and certificates, Rio Salado College offers other recognitions of academic achievement for students who would like additional expertise in a variety of subject areas. Recognitions of academic achievement include academic certificates and teacher education programs. These programs are designed to provide students with additional knowledge and expertise in specific areas; however, program completion does not guarantee employment in a specific occupation.

www.riosalado.edu/programs

RECOGNITION OF ACADEMIC ACHIEVEMENT

Recognition of Academic Achievement

Child and Family Professional Development
Academic Certificate in:
- Child and Family Professional Development

Creative Writing
Academic Certificate in:
- Creative Writing

K-12 eLearning
Academic Certificate in:
- K-12 eLearning Design
- K-12 Online Teaching

Language and Literary Culture of the USA
Academic Certificate in:
- Language and Literary Culture of the USA

Language Studies
Academic Certificate in:
- Language Studies

Spanish and Spanish Culture
Academic Certificate in:
- Spanish and Spanish Culture

Sustainability and Ecological Literacy
Academic Certificate in:
- Sustainability and Ecological Literacy

Undergraduate Bachelor's Degree Pathways
Recognition of Academic Achievement in:
- Elementary Education Grades 1-8
- Secondary Education - Business Grades 6-12
- Secondary Education - English Grades 6-12
- Secondary Education - History Grades 6-12
- Secondary Education - Mathematics Grades 6-12
- Secondary Education - Science Grades 6-12
- Special Education K-12 Cross-Categorical

Post-Baccalaureate Programs
Recognition of Academic Achievement in:
- Early Childhood Education Birth-Grade 3
- Elementary Education Grades 1-8
- Secondary Education Grades 6-12
- Special Education K-12 Cross-Categorical
- Arts Education PreK-12
- Dance Arts Education PreK-12
- Dramatic Arts Education PreK-12
- Music Education PreK-12

Teacher-in-Residence Programs
Recognition of Academic Achievement in:
- Elementary Education Grades 1-8
- Secondary Education Grades 6-12
- Special Education K-12 Cross-Categorical
- Arts Education K-12: Fine Arts
- Arts Education K-12: Dance Education
- Arts Education K-12: Dramatic Arts Education
- Arts Education K-12: Music Education

Teacher Endorsement Programs
Recognition of Academic Achievement in:
- Arts Endorsement K-12
- Dance Endorsement K-12
- Dramatic Arts Endorsement K-12
- Music Endorsement K-12
- Computer Science and eLearning Design Endorsement
- Early Childhood, Birth through Age 8 or through Grade 3 Endorsement
- English as a Second Language (ESL) Endorsement
- Middle School Endorsement Grades 5-9
- Physical Education Endorsement K-12
- Structured English Immersion (SEI) Endorsement K-12
- Mathematics Endorsement K-8
- Reading Grades Endorsement K-8
- Reading Grades Endorsement 6-12
- Reading Grades Endorsement K-12

Modifications to programs and courses may occur throughout the academic year. For the most updated information on curriculum, see our website at: **www.riosalado.edu/programs**. To speak to an academic advisor, call **480-517-8580**.

Child and Family Professional Development

AC in Child and Family Professional Development Suggested Course Sequence:

Semester 1: 9 credits

Students must complete one of the following blocks:

Block 1: Family Child Care

CFS163	3
EED205	3
EED215	3

Block 2: Infant Toddler

EED205	3
EED215	3
ITD210*	3

Block 3: Preschool

EED205	3
EED212	3
EED215	3

Block 4: Home Visitor

CFS205	3
CFS220	3
CFS225	3

Block 5: School Age

CFS167	3
CFS/ECH176	3
EED215	3

Academic Certificate in Child and Family Professional Development

The Academic Certificate (AC) in Child and Family Professional Development is designed for practitioners in the early childhood, school-age, or home visitor field seeking coursework and portfolio/resource file assistance to meet a wide variety of national credentialing requirements (such as the Council for Professional Recognition CDA or the National Child Care Association CCP). Individuals completing this certificate will have fulfilled only the required training clock hours and resource file/portfolio prior to application to external credentialing organizations. Final credentialing assessment and award of the external credential is awarded by the external credentialing organization.

CIPS Code: 13.1210

Program Notes:

Individuals may be required to meet current state/local regulatory requirements such as fingerprint clearance, health/immunization record and/or CPR certificate.

Required Core: 3

ECH253*	National Credential Portfolio Development	3

Academic Specialization: 13

Students must complete one of the following blocks:

Family Child Care

CFS163	Family Child Care: Introduction to Business Management	3
CFS164	Family Child Care: Curriculum and Environment	3
EED205	The Developing Child: Prenatal to Age Eight	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED260*	Early Childhood Infant/Toddler Internship (1) **OR**	
EED261*	Early Childhood Preschool Internship (1)	1

** Indicates course has a Prerequisite and/or Corequisite.*

Child and Family Professional Development

Infant Toddler

EED205	The Developing Child: Prenatal to Age Eight	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED260*	Early Childhood Infant/Toddler Internship	1
ITD210*	Early Attachments, Relationships, and Families: Birth to Age Three	3
ITD220*	Cognition and Communication: Birth to Age Three	3

Preschool

ECH128	Early Learning: Play and the Arts	3
EED205	The Developing Child: Prenatal to Age Eight	3
EED212	Guidance, Management and the Environment	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
EED261*	Early Childhood Preschool Internship	1

Home Visitor

CFS190	Home-Based Visitation	3
CFS205	Human Development	3
CFS220	Introduction to Parenting and Family Development	3
CFS225	Foundations of Parent Education	3
FCS260*	Family and Consumer Science Internship	1

School Age

CFS167	School-Age Child Care Provider	3
CFS/ECH176	Child Development	3
CFS206	Child and Family Organizations: Management and Administration	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
FCS260*	Family and Consumer Science Internship	1

Semester 2: 7 credits

Block 1: Family Child Care

CFS164	3
ECH253*	3
EED260* (1) or EED261* (1)	1

Block 2: Infant Toddler

ECH253*	3
EED260*	1
ITD220*	3

Block 3: Preschool

ECH128	3
ECH253*	3
EED261*	1

Block 4: Home Visitor

CFS190	3
ECH253*	3
FCS260*	1

Block 5: School Age

CFS206	3
ECH253*	3
FCS260*	1

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Child and Family Professional Development (16 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Creative Writing

AC in Creative Writing Suggested Course Sequence:

Semester 1: 12 credits

CRW150	3
CRW200* (1)	2
CRW200 repeated for two (2) credits	
CRW201*	1

Series I:

Students must complete six (6) credits from Series I courses below in consultation with a Program Director.

CRW120	3
CRW160	3
CRW170	3
CRW172	3
CRW180	3
CRW190	3
THE118	3

Academic Certificate in Creative Writing

The Academic Certificate (AC) in Creative Writing program is designed to provide students and professional writers with access to a community of writers and creative writing activities, instruction and guidance from established authors, and ongoing support in improving their writing skills and marketing their work. As students take courses in the program, they will build a portfolio of original work that may be used to seek admittance to a bachelor's or master's level creative writing program or that may include work to be submitted for publication. The program offers classes, workshops, and other activities such as readings and contests, which are accessible to writers of all levels regardless of academic or professional standing. The program serves many students, especially women, minorities, seniors, and working adults, who are under-represented in traditional creative writing programs because of cultural, dialect or language differences, scheduling difficulties, financial need, or lack of academic experience. Completion of the certificate does not lead to a particular degree program, but may aid students in their pursuit of a career in the writing professions and in their continued enjoyment of writing for personal growth.

CIPS Code: 23.1302

Admission Criteria:

Students wishing to enroll in the Creative Writing program must complete a formal application; contact Program Director.

Required Courses: 21

ENG210 may be substituted for CRW150 with permission of Program Director.

CRW150	Introduction to Creative Writing	3
CRW200 must be repeated for a total of two (2) credits.		
CRW200*	Readings for Writers (1)	2
CRW201*	Portfolio (1)	1

Students must complete six (6) credits from Series I and nine (9) credits from Series II in consultation with a Program Director.

Series I: 6

Students must complete two (2) of the following courses for a total of six (6) credits.

CRW120	Introduction to Writing Children's Literature	3
CRW160	Introduction to Writing Poetry	3
CRW170	Introduction to Writing Fiction	3
CRW172	Introduction to Comic Book Writing	3
CRW180	Introduction to Writing Nonfiction	3
CRW190	Introduction to Screenwriting	3
THE118	Playwriting	3

** Indicates course has a Prerequisite and/or Corequisite.*

Creative Writing

Series II: 9

Students must complete three (3) of the following courses for a total of nine (9) credits.

CRW202*	The Writer as Witness	3
CRW203*	Dialogue	3
CRW204*	Journaling	3
CRW220*	Intermediate Writing Children's Literature	3
CRW251	Topics in Creative Writing	3
CRW260*	Intermediate Poetry Writing	3
CRW261*	Topics in Writing: Poetry	3
CRW270*	Intermediate Fiction Writing	3
CRW271*	Topics in Writing: Fiction	3
CRW272*	Planning and Structuring the Novel	3
CRW273*	Writing the Novel	3
CRW274*	Revising the Novel	3
CRW281*	Topics in Writing: Non-Fiction	3
CRW290*	Intermediate Screenwriting	3
CRW291*	Topics in Writing: Plays	3

Restricted Electives: 3

CRWxxx*	Any CRW Creative Writing prefixed course not listed under Required Courses area.	1-3
ENG235	Magazine Article Writing	3
ENG/THE260	Film Analysis	3
ENHxxx*	Any ENH English Humanities prefixed course	3
HUM/THF210	Contemporary Cinema	3

Students are encouraged to see an Academic Advisor for CRW prefixed course selections that are currently being offered at Rio Salado College.

Semester 2: 12 credits

Series II:

Students must complete nine (9) credits from Series II courses below in consultation with a Program Director.

CRW202*	3
CRW203*	3
CRW204*	3
CRW220*	3
CRW251	3
CRW260*	3
CRW261*	3
CRW270*	3
CRW271*	3
CRW272*	3
CRW273*	3
CRW274*	3
CRW281*	3
CRW290*	3
CRW291*	3

AND

Select three (3) credits from the list of Restricted Electives 3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Creative Writing
(24 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

K-12 eLearning Design

AC in K-12 eLearning Design Suggested Course Sequence:

Semester 1: 12 credits

ELN100*	3
ELN103*	3
ELN121*	3
ELN122*	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

K-12 eLearning Design (12 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Academic Certificate in K-12 eLearning Design

The Academic Certificate (AC) in K-12 eLearning Design is designed to provide K-12 teachers with a foundation for eLearning Design. Students will be presented with information to develop knowledge and skills in design theory, models of instructional design, course management systems, and eLearning technology. Courses are also designed to prepare students to create and use internal and external evaluation tools and assessments. Courses may lead to Arizona Department of Education endorsement.

CIPS Code: 13.0501

Admission Criteria:

Must hold a provisional or standard elementary, or secondary, or special education teaching certificate.

Required Courses: 12

ELN100*	Foundations of eLearning Design for K-12	3
ELN103*	K-12 eLearning Technology and Media	3
ELN121*	Evaluating K-12 eLearning	3
ELN122*	K-12 eLearning Assessment Creation	3

** Indicates course has a Prerequisite and/or Corequisite.*

K-12 Online Teaching

Academic Certificate in K-12 Online Teaching

The Academic Certificate (AC) in K-12 Online Teaching is designed to provide K-12 teachers with a foundation for teaching online classes. Students will review online discipline issues, parental involvement and communication, and legal issues. Courses are also designed to prepare students to design and facilitate the online classroom experience. Courses may lead to Arizona Department of Education endorsement.

CIPS Code: 13.0501

Admission Criteria:

Must hold a provisional or standard elementary, or secondary, or special education teaching certificate.

Required Courses: 18

ELN105*	Classroom Management in K-12 eLearning (3) **OR**	
ELN106*	Discipline and Behavior in K-12 eLearning (3)	3
ELN107*	Parent Communication and Involvement in K-12 eLearning	3
ELN108*	Legal Issues in K-12 eLearning	3
ELN109*	Engaging K-12 eLearners	3
ELN112*	Methods of Building and Facilitating eLearning: 9-12	3
ELN113*	Methods of Building and Facilitating eLearning: K-8	3

AC in K-12 Online Teaching Suggested Course Sequence:

Semester 1: 12 credits

ELN105* or ELN106*	3
ELN107*	3
ELN108*	3
ELN109*	3

Semester 2: 6 credits

ELN112*	3
ELN113*	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

K-12 Online Teaching (18 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Language and Literary Culture of the USA

AC in Language and Literary Culture of the USA Suggested Course Sequence:

Semester 1: 12 credits

ENG101* or ENG107*	3
ENG111*	3
Select six (6) credits from the list of Restricted Electives	6

Semester 2: 10-13 credits

ENG102* or ENG108*	3
ENG109* or ENG111*	3
CRE101* or Equivalent	0-3
ENG298AA* or ESL298AA*	1
Select 3 credits from the list of Restricted Electives	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Language and Literary Culture of the USA (22-25 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Academic Certificate in Language and Literary Culture of the USA

The Academic Certificate (AC) in Language and Literary Culture of the USA is a course of study designed to provide students a strong foundation in the oral and written structure and vocabulary of North American English, academic and professional reading and writing, and knowledge and appreciation of representative literature and culture of the USA in all its diversity.

CIPS Code: 13.9999

Required Courses: 13-16

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	3
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**	
ENG108*	First-Year Composition for ESL (3)	3
ENG109*	Business Writing for ESL (3) **OR**	
ENG111*	Technical and Professional Writing (3)	3
ENH111	Literature and the American Experience	3
CRE101*	College Critical Reading (3) **OR**	
Equivalent as indicated by assessment		0-3
ENG298AA*	Special Projects (1) **OR**	
ESL298AA*	Special Projects (1)	1

Restricted Electives: 9

Complete three courses from the following disciplines:

ASBxxx	Any ASB Anthropology course(s)
COMxxx	Any COM Communication course(s)
EDUxxx	Any EDU Education course(s)
ENGxxx	Any ENG English course(s) except courses used to satisfy Required Courses area.
ENHxxx	Any ENH English Humanities course(s)
HISxxx	Any HIS History course(s)
HUMxxx	Any HUM Humanities course(s)
IBSxxx	Any IBS International Business course(s)
IGSxxx	Any IGS Integrated Studies course(s)
MUPxxx	Any MUP Music: Performance course(s)
PSYxxx	Any PSY Psychology course(s)
RELxxx	Any REL Religious Studies course(s)
SOCxxx	Any SOC Sociology course(s)

** Indicates course has a Prerequisite and/or Corequisite.*

Language Studies

Academic Certificate in Language Studies

The Academic Certificate (AC) in Language Studies is designed to provide students with a foundation in the study of culture, language, and linguistic structures. Students will have the opportunity to develop oral and written communication skills in a language other than English.

CIPS Code: 16.0199

Program Prerequisites: 0-15

201-level proficiency in a language other than English as indicated by assessment or coursework. 0-15

Required Courses: 6-8

SLC201 Introduction to Linguistics 3

AND

Students must choose 3-5 credits in 202 or higher-level coursework in the language used to satisfy the program prerequisites. 3-5

Restricted Electives: 6-10

Students must choose two (2) courses from the list below. Prerequisites may not be used to satisfy the Restricted Electives:

AFR/ASB202 SOC140	Ethnic Relations in the United States (3) **OR** Race and Ethnic Relations SUN# SOC2215 (3)	3
COM263	Elements of Intercultural Communication	3
AHUxxx	Any AHU Arabic Humanities course	
ARBxxx	Any ARB Arabic course	
CHIxxx	Any CHI Chinese course	
FLAxxx	Any FLA Foreign Language Acquisition course	
FRExxx	Any FRE French course	
GERxxx	Any GER German course	
GRKxxx	Any GRK Greek course	
HBRxxx	Any HBR Hebrew course	
HEBxxx	Any HEB Hebrew course	
IPPxxx	Any IPP Interpreter Preparation Program course	
ITAxxx	Any ITA Italian course	
ITHxxx	Any ITA Italian Humanities course	
JPNxxx	Any JPN Japanese course	
LATxxx	Any LAT Latin course	
NAVxxx	Any NAV Navajo course	
NVHxxx	Any NVH Navajo Humanities course	
PIMxxx	Any PIM Pima course	
PORxxx	Any POR Portuguese course	
RUSxxx	Any RUS Russian course	
SLCxxx	Any SLC Studies in Language and Culture course	
SLGxxx	Any SLG Sign Language course	
SPAxxx	Any SPA Spanish course	
SPHxxx	Any SPH Spanish Humanities course	
TRSxxx	Any TRS Translation and Interpretation course	

AC in Language Studies Suggested Course Sequence:

Program Prerequisites: 0-15 credits

201-Level proficiency in a language other than English as indicated by assessment or coursework 0-15

Semester 1: 6-8 credits

SLC201 3

AND

Select 3-5 credits in 202 or higher-level coursework in the language used to satisfy the program prerequisites. 3-5

Semester 1: 6-10 credits

Select 2 courses from the list of Restricted Electives 6-10

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Language Studies
(12-18 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Spanish and Spanish Culture

AC in Spanish and Spanish Culture Suggested Course Sequence:

Semester 1: 7 credits

SPA101	4
Select 3 credits from the list of Restricted Electives	3

Semester 2: 7 credits

SPA102*	4
Select 3 credits from the list of Restricted Electives	3

Semester 3: 7 credits

SPA201*	4
Select 3 credits from the list of Restricted Electives	3

Semester 4: 4 credits

SPA202*	4

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Spanish and Spanish Culture
(25 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Academic Certificate in Spanish and Spanish Culture

The Academic Certificate (AC) in Spanish and Spanish Culture is designed to provide students with the essential language skills and vocabulary to communicate with confidence in diverse communicative situations. Instruction in the diverse cultural context will help students to understand the complex interdependence of language and culture.

CIPS Code: 16.0905

Required Courses: 16

SPA101	Elementary Spanish I	4
SPA102*	Elementary Spanish II	4
SPA201*	Intermediate Spanish I	4
SPA202*	Intermediate Spanish II	4

Restricted Electives: 9

Select a minimum of 6 (six) credits taught in Spanish and 3 (three) credits taught in English.

FLA240	Foreign Language Teaching Methods	3
GCU223	Geography of Latin America	3
HIS145	History of Mexico	3
HUM281	Hispanic Ideas and Values	3
MHL156	Music in Latin America and the Caribbean	3
SLC201	Introduction to Linguistics	3
SPA115	Beginning Spanish Conversation I	3
SPA116*	Beginning Spanish Conversation II	3
SPA117	Health Care Spanish I	3
SPA118*	Health Care Spanish II	3
SPA119	Spanish for Educational Settings I	3
SPA120*	Spanish for Educational Settings II	3
SPA205*	Spanish for Medical Interpretation I	3
SPA206*	Spanish for Medical Interpretation II	3
SPA217*	Spanish for Business Communication	4
SPA225*	Intermediate Spanish Conversation I	3
SPA226*	Intermediate Spanish Conversation II	3
SPA235*	Advanced Spanish Conversation I	3
SPA236*	Advanced Spanish Conversation II	3
SPA241*	Spanish and Spanish-American Film I	3
SPA242*	Spanish and Spanish-American Film II	3
SPA251*	Spanish Civilization	3
SPA265*	Advanced Spanish I	3
SPA266*	Advanced Spanish II	3
SPA282xxx*	Volunteerism for Spanish: A Service Learning Experience (any suffixed course)	1-3
SPA298xxx*	Special Projects (any suffixed course)	1-3
SPH245	Hispanic Heritage in the Southwest	3
SPH298xxx	Special Projects (any suffixed course)	1-3

** Indicates course has a Prerequisite and/or Corequisite.*

Sustainability and Ecological Literacy

Academic Certificate in Sustainability and Ecological Literacy

The interdisciplinary Academic Certificate (AC) in Sustainability and Ecological Literacy enhances students' understanding of sustainable living practices associated with economics, equity and the environment. Through a combination of coursework and experiential learning, students engage in critical thinking, inquiry, and discourse, skills necessary for becoming socially responsible citizens who are ecologically and environmentally aware. The certificate is designed for, although not limited to, students seeking an Associate in Arts Degree and planning transfer to four-year colleges and universities.

CIPS Code: 03.0104

Program Prerequisites: 3

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	3

Required Courses: 7

PHI216	Environmental Ethics	3
BIO105	Environmental Biology (4) **OR**	
GLG110	Geological Disasters and the Environment (3) **AND**	
GLG111	Geological Disasters and the Environment Lab (1)	4

Restricted Electives: 9

Humanities, Social Science and Wellness:

Students will choose 2 different courses from the following list:

ECN263*	The Economics of Natural Resources, Population and the Environment	3
ENH206	Nature and Environmental Literature	3
ENH260	Literature of the Southwest	3
HUM201	Humanities: Universal Themes	3
REC150AB	Outdoor Adventure Skills	3
SBU200	Society and Business	3

Students will choose 1 course from the following list:

HIS110	World History to 1500	3
HIS111	World History 1500 to the Present	3
HUM250*	Ideas and Values in the Humanities	3
PHI104	World Philosophy	3
POS120	World Politics SUN# POS1120	3
PSY132	Psychology and Culture	3
SOC101	Introduction to Sociology SUN# SOC1101	3

AC in Sustainability and Ecological Literacy Suggested Course Sequence:

Semester 1: 3 credits

ENG101* or ENG107*	3

Semester 2: 7 credits

PHI216	3
BIO105 or GLG110 and GLG111	4

Semester 3: 9 credits

Select 9 credits from the list of Restricted Electives	9

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Sustainability and Ecological Literacy (16 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Elementary Education Grades 1-8

Students in the Elementary Education program are preparing to teach grades 1-8. Students begin by taking general education and Educator Preparation Programs coursework at Rio Salado College, and finish the last 30 upper division credits at Northcentral University to earn a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

***Note**: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment
AND
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

ENH291 Children's Literature (3)
AND

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: ARH101, ARH102, and ENH251 are recommended.

Social and Behavioral Sciences [SB] 7

CFS176 Child Development (3) **AND**
POS110 American National Government SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** and EDU230 in the Teacher Prep Level I area.

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level I 29

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU204	Fine Arts in Educational Settings (3) **OR**	
EDU221	Introduction to Education (3)**	3
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU222	Introduction to the Exceptional Learner**	3
EDU224*	Brain Development and Learning	3
EDU228AA*	Reading and Decoding: Elementary**	3
EDU228AC*	Reading and Decoding: Phonics Based	3
EDU230	Cultural Diversity in Education	3
EDU253*	Managing the Classroom**	3
EDU272*	Educational Psychology	3

Note: EDU272 course prerequisite is met with the approval of the department for undergraduate students.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level II 14

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU227*	Social Studies Techniques and Methods**+	3
EDU229*	Science Techniques and Methods**+	3
EDU231*	Mathematics Techniques and Methods**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

All Teacher Education programs, found on pages **136-174**, are subject to change based on a state approved program through the Arizona Department of Education. For the most current program updates, visit **www.riosalado.edu/programs**.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content).

EDU277AA* Elementary Student Teaching**+ 8

Note: EDU277AA requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete (30 semester credits) upper division pre-approved for degree completion with Northcentral University (alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor).

ED4000A	The Dynamics of Schooling in Elementary Education	3
ED4001A	Foundations of School Leadership in Elementary Education	3
ED4002A	The Role of Teacher Leadership in Elementary Education	3
ED4003A	Instructional Paradigms and Technology in Elementary Education **+	3
ED4004A	Assessment of Student Learning in Elementary Education **+	3
ED4005A	School and Family Partnerships in Elementary Education	3
ED4006A	Safe Schools in Elementary Education	3
ED4007A	The School as a Learning Community in Elementary Education	3
ED4008A	Teaching and Reflective Practice in Elementary Education	3
ED4009A	Educational Change Processes in Elementary Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Secondary Education – Business Grades 6-12

Students in the Secondary Education (business concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation program coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

***Note**: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3) **AND**
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment **AND**
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: Students may choose only 3 credits from the ENH prefix.

Note: Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

Social and Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) **AND**
POS110 American National Government SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** in the Social and Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary Business Content Area 18-24

Secondary Business Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose 24 course credits from the list below. If GBS221 and GBS233 are successfully completed in the General Education area, students will only need to complete 18 additional credits. Students are encouraged to choose courses from multiple prefixes.

ACC230*	Uses of Accounting Information I	3
ACC240*	Uses of Accounting Information II	3
ACC250	Introductory Accounting Lab	3
ECN211	Macroeconomics Principles SUN# ECN2201	3
ECN212	Microeconomics Principles SUN# ECN2202	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS220*	Quantitative Methods in Business	3
GBS221*	Business Statistics SUN# BUS2201	3

Note: GBS221 may be used to satisfy the Computer/ Statistics/Quantitative Applications [CS)] area as well as satisfy 3 credits in the Secondary Business Content Area.

GBS233*	Business Communication	3

Note: GBS233 may be used to satisfy the Literacy and Critical Inquiry [L] area as well as satisfy 3 credits in the Secondary Business Content Area.

MGT175	Business Organization and Management	3
MGT229	Management and Leadership I	3
MGT230*	Management and Leadership II	3
MGT251	Human Relations in Business	3
MKT271	Principles of Marketing	3

RSC Educator Preparation Coursework Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU253*	Managing the Classroom**	3
EDU272*	Educational Psychology	3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU207*	Teaching Adolescents** +	3
EDU215*	Methods and Curriculum Development in Secondary Education	1
EDU215AE*	Methods and Curriculum Development in Secondary Education – Special Topics** +	2
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU228AB*	Reading and Decoding: Secondary	3
EDU268*	Secondary School Dynamic Instruction +	2

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content).

EDU277AB* Secondary Student Teaching**+ 8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete (30 semester credits) upper division pre-approved for degree completion with Northcentral University (alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor).

ED4000B	The Dynamics of Schooling in Secondary Education	3
ED4001B	Foundations of School Leadership in Secondary Education	3
ED4002B	The Role of Teacher Leadership in Secondary Education	3
ED4003B	Instructional Paradigms and Technology in Secondary Education **+	3
ED4004B	Assessment of Student Learning in Secondary Education **+	3
ED4005B	School and Family Partnerships in Secondary Education	3
ED4006B	Safe Schools in Secondary Education	3
ED4007B	The School as a Learning Community in Secondary Education	3
ED4008B	Teaching and Reflective Practice in Secondary Education	3
ED4009B	Educational Change Processes in Secondary Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Secondary Education – English Grades 6-12

Students in the Secondary Education program (English concentration) are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

***Note**: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment
AND
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: Students may choose only 3 credits from the ENH prefix. ENH222 is recommended.

Note: Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

Social and Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) **AND**
POS110 American National Government SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Historical [H] or Global [G] Awareness 0-3

Met by ENH222 in Humanities and Fine Arts (HU) area **OR**

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** in the Social and Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary English Content Area 21-24

Secondary English Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose twenty-four (24) course credits from the list below. If ENH222 is successfully completed in the General Education area, students will only need to complete twenty-one (21) additional course credits.

CRWxxx	Any CRW Creative Writing course	0-6
ENG111*	Technical and Professional Writing	3
ENG210*	Creative Writing	3
ENG213*	Introduction to the Study of Language	3
ENH221*	Survey of English Literature Before 1800	3
ENH222*	Survey of English Literature After 1800 (H)	3
ENH230	Introduction to Shakespeare	3
ENH241	American Literature Before 1860	3
ENH242	American Literature After 1860	3
ENH259	American Indian Literature	3
ENH275	Modern Fiction	3

xxx indicates any module.

RSC Educator Preparation Coursework Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU253*	Managing the Classroom**	3
EDU272*	Educational Psychology	3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU207*	Teaching Adolescents**+	3
EDU215*	Methods and Curriculum Development in Secondary Education	1
EDU215AD*	Methods and Curriculum Development in Secondary English**+	2
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU228AB*	Reading and Decoding: Secondary	3
EDU268*	Secondary School Dynamic Instruction+	2

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content) and passage of AEPA/NES or equivalent Subject Knowledge Exam (Content).

EDU277AB* Secondary Student Teaching**+ 8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

ED4000B	The Dynamics of Schooling in Secondary Education	3
ED4001B	Foundations of School Leadership in Secondary Education	3
ED4002B	The Role of Teacher Leadership in Secondary Education	3
ED4003B	Instructional Paradigms and Technology in Secondary Education **+	3
ED4004B	Assessment of Student Learning in Secondary Education **+	3
ED4005B	School and Family Partnerships in Secondary Education	3
ED4006B	Safe Schools in Secondary Education	3
ED4007B	The School as a Learning Community in Secondary Education	3
ED4008B	Teaching and Reflective Practice in Secondary Education	3
ED4009B	Educational Change Processes in Secondary Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Secondary Education – History Grades 6-12

Students in the Secondary Education (social sciences concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation program coursework at Rio Salado College and finishing the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education.

***Note**: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment
AND
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: Students may choose only 3 credits from the ENH prefix. ENH222 is recommended.

Note: Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

Social and Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) **AND**
POS110 American National Government SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

Note: HIS103 or HIS104 are recommended.

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** in the Social and Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary History Content Area 21-24

Secondary History Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose 24 course credits from the list below. If HIS103 or HIS104 is successfully completed in the General Education area, students will only need to complete 21 additional course credits.

HIS100	History of Western Civilization to Middle Ages	3
HIS101	History of Western Civilization Middle Ages to 1789	3
HIS102	History of Western Civilization 1789 to Present	3
HIS103	United States History to 1865	3
HIS104	United States History 1865 to Present	3
HIS105	Arizona History	3
HIS145	History of Mexico	3
HIS277	The Modern Middle East	3

RSC Educator Preparation Coursework Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU253*	Managing the Classroom**	3
EDU272*	Educational Psychology	3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU207*	Teaching Adolescents**+	3
EDU215*	Methods and Curriculum Development in Secondary Education	1
EDU215AA*	Methods and Curriculum Development in Secondary Social Studies**+	2
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU228AB*	Reading and Decoding: Secondary	3
EDU268*	Secondary School Dynamic Instruction+	2

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA/NES Subject Knowledge Exam (Content).

EDU277AB* Secondary Student Teaching**+ 8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

ED4000B	The Dynamics of Schooling in Secondary Education	3
ED4001B	Foundations of School Leadership in Secondary Education	3
ED4002B	The Role of Teacher Leadership in Secondary Education	3
ED4003B	Instructional Paradigms and Technology in Secondary Education **+	3
ED4004B	Assessment of Student Learning in Secondary Education **+	3
ED4005B	School and Family Partnerships in Secondary Education	3
ED4006B	Safe Schools in Secondary Education	3
ED4007B	The School as a Learning Community in Secondary Education	3
ED4008B	Teaching and Reflective Practice in Secondary Education	3
ED4009B	Educational Change Processes in Secondary Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Secondary Education – Mathematics Grades 6-12

Students in the Secondary Education (mathematics concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation program coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

***Note**: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment
AND
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: Students may choose only 3 credits from the ENH prefix.

Note: Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

Social and Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) **AND**
POS110 American National Government SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** in the Social and Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary Mathematics Content Area 21-24

Secondary Mathematics Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose twenty-four (24) course credits from the list below. If MAT142 is successfully completed in the General Education area, students will only need to complete twenty-one (21) additional credits.

MAT122*	Intermediate Algebra	3
MAT142*	College Mathematics SUNY MAT1142 (MA)	3
MAT150*	College Algebra/Functions (5) **OR**	
MAT151*	College Algebra / Functions (4) SUNY MAT1151 **OR**	
MAT152*	College Algebra/Functions (3) **OR**	
MAT187*	Precalculus (5) SUNY MAT1187	3-5
MAT172*	Finite Mathematics	3
MAT182*	Plane Trigonometry	3
MAT206*	Elements of Statistics SUNY MAT1160	3
MAT212*	Brief Calculus SUNY MAT2212	3
MAT220*	Calculus with Analytic Geometry I (5) SUNY MAT2220 **OR**	
MAT221*	Calculus with Analytic Geometry I (4)	4-5
MAT227*	Discrete Mathematical Structures SUNY MAT2227	3
MAT231*	Calculus with Analytic Geometry II	4
MAT241*	Calculus with Analytic Geometry III SUNY MAT2241	4
MAT262*	Differential Equations SUNY MAT2262	3

RSC Educator Preparation Coursework Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU253*	Managing the Classroom**	3
EDU272*	Educational Psychology	3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (content).

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU207*	Teaching Adolescents**+	3
EDU215*	Methods and Curriculum Development in Secondary Education	1
EDU215AB*	Methods and Curriculum Development in Secondary Mathematics**+	2
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU228AB*	Reading and Decoding: Secondary	3
EDU268*	Secondary School Dynamic Instruction+	2

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA/NES Subject Knowledge Exam (Content).

EDU277AB*	Secondary Student Teaching**+	8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

ED4000B	The Dynamics of Schooling in Secondary Education	3
ED4001B	Foundations of School Leadership in Secondary Education	3
ED4002B	The Role of Teacher Leadership in Secondary Education	3
ED4003B	Instructional Paradigms and Technology in Secondary Education **+	3
ED4004B	Assessment of Student Learning in Secondary Education **+	3
ED4005B	School and Family Partnerships in Secondary Education	3
ED4006B	Safe Schools in Secondary Education	3
ED4007B	The School as a Learning Community in Secondary Education	3
ED4008B	Teaching and Reflective Practice in Secondary Education	3
ED4009B	Educational Change Processes in Secondary Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Secondary Education – Science Grades 6-12

Students in the Secondary Education (science concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

***Note**: Students must submit an Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment
AND
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: Students may choose only 3 credits from the ENH prefix.

Note: Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

Social and Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) **AND**
POS110 American National Government SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** in the Social and Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary Science Content Area 21-24

Secondary Science Content Area Note: Rio Salado offers three Science Specialization Tracks. Students should be aware that general science majors are typically hired at the middle school/junior high school level. Students are advised to seek information regarding this hiring practice in the state where they seek certification/employment.

General Science Specialization Track: Courses will meet the federal No Child Left Behind standard for "highly qualified" teachers. Students must choose twenty-four (24) course credits from the list below. Eight (8) course credits (SQ & SG) from the Natural Science General Education area may supplement to meet the twenty-four (24) credit hour requirement. Students are encouraged to meet with an Academic Advisor for course selections.

Twenty-four (24) credit hours in General Science including twelve (12) credit hours in Life Science and twelve (12) credit hours in Physical/ Space/Earth Sciences.

Life Science includes Agriculture, Anatomy, Biology, Biochemistry, Botany, Ecology, Environmental Science, Microbiology, Physiology, and Zoology.

Physical/Earth/Space Sciences include Astronomy, Chemistry, Earth Science, Geology, Meteorology, Physical Geography, and Physics.

General Science Specialization Track 16-24

Life Science 8-12

BIO100	Biology Concepts (SQ)	4
BIO105	Environmental Biology (SQ)	4
BIO145	Marine Biology (SG)	4
BIO160	Introduction to Human Anatomy and Physiology (SG)	4
FON241	Principles of Human Nutrition (3) **AND**	
FON241LL*	Principles of Human Nutrition Laboratory (1)	4
GLG140	Introduction to Oceanography	3

Physical/Earth/Space 8-12

AST101	Survey of Astronomy (3) **AND**	
AST102	Survey of Astronomy Laboratory (1) (SG)	4
CHM107	Chemistry and Society (3) **AND**	
CHM107LL*	Chemistry and Society Laboratory (1) (SQ)	4
CHM130*	Fundamental Chemistry (3) **AND**	
CHM130LL*	Fundamental Chemistry Laboratory (1) (SQ)	4

CHM130 and CHM130LL together are: SUN# **CHM1130**

CHM151*	General Chemistry I (3) **AND**	
CHM151LL*	General Chemistry I Laboratory (1) (SQ)	4

CHM1151 and CHM151LL together are: SUN# **CHM1151**

CHM152*	General Chemistry II (3) **AND**	
CHM152LL*	General Chemistry II Laboratory (1) (SQ)	4

CHM152 and CHM152LL together are: SUN# **CHM1152**

CHM235*	General Organic Chemistry I (3) **AND**	
CHM235LL*	General Organic Chemistry I Laboratory (1)	4

CHM235 and CHM235LL together are: SUN# **CHM2235**

GLG101	Introduction to Geology I – Physical Lecture (3) **AND**	
GLG103	Introduction to Geology I - Physical Lab (1) (G, SQ)	4

GLG101 and GLG103LL together are: SUN# **GLG1101**

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

GLG102	Introduction to Geology II – Historical Lecture (3) **AND**	
GLG104	Introduction to Geology II - Historical Lab (1) (H, SG)	4
GLG110	Geological Disasters and the Environment (3) **AND**	
GLG111	Geological Disasters and the Environment Lab (1) (G, SG)	4
GPH111	Introduction to Physical Geography (SQ)	4
PHS110*	Fundamentals of Physical Science (SQ)	4
PHS120	Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography (SQ)	4

Chemistry Specialization Track: Courses will meet the federal No Child Left Behind standard for "highly qualified" teachers. Students are encouraged to meet with an Academic Advisor for course selections.

Chemistry Specialization Track 20-24

CHM107	Chemistry and Society (3) **AND**	
CHM107LL*	Chemistry and Society Laboratory (1) (SQ)	4
CHM130*	Fundamental Chemistry (3) **AND**	
CHM130LL*	Fundamental Chemistry Laboratory (1) (SQ)	4

CHM130 and CHM130LL together are:
SUN# **CHM1130**

CHM151*	General Chemistry I (3) **AND**	
CHM151LL*	General Chemistry I Laboratory (1) (SQ)	4

CHM1151 and CHM151LL together are:
SUN# **CHM1151**

CHM152*	General Chemistry II (3) **AND**	
CHM152LL*	General Chemistry II Laboratory (1) (SQ)	4

CHM152 and CHM152LL together are:
SUN# **CHM1152**

CHM235*	General Organic Chemistry I (3) **AND**	
CHM235LL*	General Organic Chemistry I Laboratory (1)	4

CHM235 and CHM235LL together are:
SUN# **CHM2235**

CHMxxx	Any CHM Chemistry Lecture and its corresponding Laboratory course	4

Biology Science Specialization Track: Courses will meet the federal No Child Left Behind standard for "highly qualified" teachers. Students must choose twenty-four (24) course credits from the list below. Four (4) course credits from the Natural Science General Education area may supplement to meet the twenty-four (24) course credits requirement. Students are encouraged to meet with an Academic Advisor for course selections.

Biology Science Specialization Track 20-24

BIO100	Biology Concepts (SQ)	4
BIO105	Environmental Biology (SQ)	4
BIO145	Marine Biology (SG)	4
BIO156*	Introductory Biology for Allied Health (SQ)	4
BIO160	Introduction to Human Anatomy and Physiology (SG)	4
BIO201*	Human Anatomy and Physiology I (SG) SUN# **BIO2201**	4
BIO202*	Human Anatomy and Physiology II (SG) SUN# **BIO2202**	4
BIO205*	Microbiology (SG) SUN# **BIO2205**	4

RSC Educator Preparation Coursework Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU253*	Managing the Classroom**	3
EDU272*	Educational Psychology	3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU207*	Teaching Adolescents**+	3
EDU215*	Methods and Curriculum Development in Secondary Education	1
EDU215AC*	Methods and Curriculum Development in Secondary Science**+	2
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU228AB*	Reading and Decoding: Secondary	3
EDU268*	Secondary School Dynamic Instruction+	2

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA/NES Subject Knowledge Exam (Content).

EDU277AB*	Secondary Student Teaching**+	8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

ED4000B	The Dynamics of Schooling in Secondary Education	3
ED4001B	Foundations of School Leadership in Secondary Education	3
ED4002B	The Role of Teacher Leadership in Secondary Education	3
ED4003B	Instructional Paradigms and Technology in Secondary Education **+	3
ED4004B	Assessment of Student Learning in Secondary Education **+	3
ED4005B	School and Family Partnerships in Secondary Education	3
ED4006B	Safe Schools in Secondary Education	3
ED4007B	The School as a Learning Community in Secondary Education	3
ED4008B	Teaching and Reflective Practice in Secondary Education	3
ED4009B	Educational Change Processes in Secondary Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Special Education K-12 Cross-Categorical

Students in the Special Education Cross-Categorical program are preparing to teach grades K-12. Cross-categorical classrooms include students with a variety of disabilities, generally mild in nature. This is the most common special education classroom in K-12 schools.

Students begin by taking general education AND educator preparation coursework at Rio Salado College and finishing the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

***Note**: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.*

Changes to Special Education Program required by Arizona Department of Education:

Current students that do not complete their program and/or receive their certification before December 31, 2015 will need to complete two additional Special Education classes.

- Language Development and Disorders (2 credits)
- Special Education Collaboration and Communication Practices (1 credit)

Beginning January 2016, Arizona will be offering only two Special Education certificates.

1. Mild to Moderate Specialist
2. Severe to Profound Specialist.

Rio Salado will only offer the Mild to Moderate certification.

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment
AND
COM225* Public Speaking (3) **OR**
Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) **OR**
GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1100 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics SUN# MAT1142 (3) **OR**

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) **OR**
CIS105 Survey of Computer Information Systems (3) SUN# CIS1120 **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

ENH291 Children's Literature (3) **AND**

Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: ARH101, ARH102, and ENH251 are recommended.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

Social and Behavioral Sciences [SB] 7

CFS176 Child Development (3) **AND**
POS110 American National Government
SUN# POS1110 (3) **AND**
POS221 Arizona Constitution (1)

Note: HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** and EDU230 in the Educator Preparation Level I area.

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level I 23

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD	Seminar: Education Program Model	1
EDU287AD*	Master Teacher Seminar IV	1
EDU204	Fine Arts in Educational Settings **OR**	
EDU221	Introduction to Education**+	3
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU222	Introduction to the Exceptional Learner**+	3
EDU228AC*	Reading and Decoding: Phonics	3
EDU230	Cultural Diversity in Education	3
EDU253*	Managing the Classroom**+	3
EDU272*	Educational Psychology	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 26

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*	Current Perspectives in Education	1
EDU287AB*	Master Teacher Seminar II	1
EDU209AA*	Teaching Students with Emotional Disabilities**+	3
EDU209AB*	Teaching Students with Learning Disabilities**+	3
EDU209AC*	Teaching Students with Mild and Moderate Mental Retardation/ Intellectual Disabilities	3
EDU209AD*	Teaching Students with Physical and Other Health Impairments**+	3
EDU209AF*	Assessment of Exceptional Learners**+	3
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	3
EDU219*	Special Education Techniques and Methods**+	3
EDU231*	Mathematics Techniques and Methods**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content).

EDU277AC*	Special Education Student Teaching**+	8

Note: EDU277AC requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

***Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.*

***Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.*

Northcentral University Coursework Level IV 30

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

ED4000C	The Dynamics of Schooling in Special Education	3
ED4001C	Foundations of School Leadership in Special Education	3
ED4002C	The Role of Teacher Leadership in Special Education	3
ED4003C	Instructional Paradigms and Technology in Special Education**+	3
ED4004C	Assessment of Student Learning in Special Education**+	3
ED4005C	School and Family Partnerships in Special Education	3
ED4006C	Safe Schools in Special Education	3
ED4007C	The School as a Learning Community in Special Education	3
ED4008C	Teaching and Reflective Practice in Special Education	3
ED4009C	Educational Change Processes in Special Education	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Early Childhood Education Birth-Grade 3

Students in the Early Childhood Education program are preparing to teach children from birth through third grade. This program requires 47 credits including in-person field experiences in many of the courses, an internship at the preschool level AND a 9-week (45 instructional days) student teaching experience in a K-3 classroom. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 23

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU287AA*	Master Teacher Seminar I	1
EEP224*	Childhood Development: Prenatal to Age Eight**+	3
EDU232*	Serving K-12 English Language Learners (ELL)	3
EEP240	Early Childhood Foundations**+	3
EEP242	Early Childhood Guidance and Management**+	3
EEP244	Early Childhood Introduction to the Exceptional Child**+	3
EEP246	Early Childhood: Culture, Community, Family and the Child	3
EEP250	Early Childhood Language and Literacy**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 19

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams.

EDU285AC*	Education Perspectives	1
EDU287AC*	Master Teacher Seminar III	1
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EEP260*	Early Childhood Curriculum and Methods in Math – Birth to Age Eight**+	3
EEP262*	Early Childhood Curriculum and Methods in Science – Birth to Age Eight**+	2
EEP264*	Early Childhood Curriculum and Methods in Social Studies – Birth to Age Eight**+	1
EEP266*	Early Childhood Curriculum and Instruction in Language Arts – Birth to Age Eight**+	1
EEP268*	Early Childhood Curriculum and Methods in the Arts – Birth to Age Eight	1
EEP276*	Standard, Observation and Assessment of Typical and Atypical Behaviors Birth to Age Eight**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done at the age identified in course title.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Early Childhood Education Content Exam.

EEP288*	Student Teaching Lab – Early Childhood K-3**+	4
EEP289*	Internship: Early Childhood: Infant, Toddler, Preschool**+	4

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Elementary Education Grades 1-8

Students in the Elementary Education program are preparing to teach grades 1-8. This program requires 45 credits including in-person field experiences in many of the courses as well as a 9-week (45 instructional days) full-time student teaching experience. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 23

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU287AA*	Master Teacher Seminar I	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU235*	The Exceptional Learner**+	3
EDU270	Learning and the Brain None	3
EDU270AA	Elementary Reading and Decoding**+	3
EDU271	Phonics Based Reading and Decoding	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 19

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams.

EDU285AC*	Education Perspectives	1
EDU287AC	Master Teacher Seminar III	1
EDU251	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU290*	Science Methods and Curriculum Development**+	3
EDU293*	Mathematics Methods and Curriculum Development**+	3
EDU295*	Social Studies Methods and Curriculum Development**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Elementary Content Exam.

EDU288AA*	Student Teaching Lab – Elementary**+	8

Note: EDU288AA requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Secondary Education Grades 6-12

Students in the Secondary Education program are preparing to teach grades 6-12. This program requires 38 credits including in-person field experiences in many of the courses as well as a 9-week (45 instructional days) student teaching experience. Secondary students must choose a content area for certification. In Arizona it is not required that students have a degree in the chosen content area, but they must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 14

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU287AA*	Master Teacher Seminar I	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU270	Learning and the Brain None	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams.

EDU285AC*	Education Perspectives	1
EDU287AC*	Master Teacher Seminar III	1
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU270AB*	Secondary Reading and Decoding	3
EDU274*	Understanding Adolescent Behavior in the Classroom**+ (grades 6-9)	3
EDU284*	Dynamic Teaching in the Secondary School**+	2
EDU289*	Secondary Methods and Curriculum Development	1

Secondary Methods Content: Choose only one course below based on approved content for student teaching:

EDU289AA*	Secondary Social Studies Methods and Curriculum Development**+ **OR**
EDU289AB*	Secondary Mathematics Methods and Curriculum Development**+ **OR**
EDU289AC*	Secondary Science Methods and Curriculum Development**+ **OR**
EDU289AD*	Secondary English Methods and Curriculum Development**+ **OR**
EDU289AE*	Secondary Methods and Curriculum Development in Special Topics**+

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Content Exam.

EDU288AB*	Student Teaching Lab – Secondary**+	8

Note: EDU288AB requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Special Education K-12 Cross-Categorical

Students in the Special Education Cross-Categorical program are preparing to teach Special Education classes in grades K-12. This program requires 51 credits including in-person field experience in many of the courses as well as a nine-week student teaching experience. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

Changes to Special Education Program required by Arizona Department of Education:

Current students that do not complete their program and/or receive their certification before December 31, 2015 will need to complete two additional Special Education classes.

- Language Development and Disorders (2 credits)
- Special Education Collaboration and Communication Practices (1 credit)

Beginning January 2016, Arizona will be offering only two Special Education certificates.

1. Mild to Moderate Specialist
2. Severe to Profound Specialist.

Rio Salado will only offer the Mild to Moderate certification.

RSC Educator Preparation Coursework Level I 17

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU287AA*	Master Teacher Seminar I	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU235*	The Exceptional Learner**+	3
EDU271	Phonics Based Reading and Decoding	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 26

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams.

EDU285AC*	Education Perspectives	1
EDU287AC*	Master Teacher Seminar III	1
EDU223AA*	Emotional Disabilities in the Classroom**+	3
EDU223AB*	Learning Disabilities in the Classroom**+	3
EDU223AC*	Mild and Moderate Mental \ Retardation/Intellectual Disability in the Classroom	3
EDU223AD*	Physical and Other Health Impairments in the Classroom**+	3
EDU223AF*	Assessment in Special Education**+	3
EDU226*	Methods in Special Education**+	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU293*	Mathematics Methods and Curriculum Development** +	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area as described in the course title.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Special Education (CC) Content Exam.

EDU288AC*	Student Teaching Lab – Special Education**+	8

Note: EDU288AC requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Arts Education PreK-12

Students in the Arts Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experiences in many of the courses as well as a nine-week student teaching experience. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 10

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 12

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exam.

EDU285AC*	Education Perspectives	1
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU260AA*	Art Methods and Curriculum Development for Elementary**+	4
EDU260AB*	Art Methods and Curriculum Development for Secondary**+	4

RSC Educator Preparation Coursework Level III 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Art Content Exam.

EFE260*	Student Teaching Lab K-12 - Art**+	12

Note: EFE260 requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Dance Arts Education PreK-12

Students in the Dance Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experience in many of the courses as well as a nine-week student teaching experience. The PreK-12 Dance Arts certificate requires 24 credits of approved content in dance. No AEPA available for Dance Arts.

RSC Educator Preparation Coursework Level I 10

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 12

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exam.

EDU285AC*	Education Perspectives	1
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU261AA*	Dance Methods and Curriculum Development for Elementary**+	4
EDU261AB*	Dance Methods and Curriculum Development for Secondary**+	4

RSC Educator Preparation Coursework Level III 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and 24 credits of approved content coursework.

EFE261*	Student Teaching Lab K-12 - Dance**+	12

Note: EFE261 requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Dramatic Arts Education PreK-12

Students in the Dramatic Arts Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experience in many of the courses as well as a nine-week student teaching experience. The PreK-12 Dramatic Arts certificate requires 24 credits of approved content in theater or speech. No AEPA available for Dramatic Arts.

RSC Educator Preparation Coursework Level I 10

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 12

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exam.

EDU285AC*	Education Perspectives	1
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU262AA*	Dramatic Arts Methods and Curriculum Development for Elementary**+	4
EDU262AB*	Dramatic Arts Methods and Curriculum Development for Secondary**+	4

RSC Educator Preparation Coursework Level III 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and 24 credits of approved content coursework.

EFE262*	Student Teaching Lab K-12 - Drama**+	12

Note: EFE262 requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Post-Baccalaureate Programs

Music Education PreK-12

Students in the Music Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experiences in many of the courses as well as a nine-week student teaching experience. Students must verify content proficiency through the passing score of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 10

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*	Education Program Seminar	1
EDU232*	Serving K-12 English Language Learners (ELL)	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276	Classroom Management**+	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 12

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exam.

EDU285AC*	Education Perspectives	1
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)	3
EDU263AA*	Music Methods and Curriculum Development for Elementary**+	4
EDU263AB*	Music Methods and Curriculum Development for Secondary**+	4

RSC Educator Preparation Coursework Level III 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Music Content exam.

EFE263*	Student Teaching Lab K-12 - Music**+	12

Note: EFE263 requires entire block for enrollment but only nine weeks in the classroom.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher-in-Residence Programs

Teacher-in-Residence Programs

The Teacher-In-Residence Intern Programs allow students who already hold a bachelor's degree to receive employment in a classroom while simultaneously completing their education coursework toward certification. The Post-Baccalaureate Teacher-In-Residence Programs are approved by the Arizona Department of Education.

To work in the programs, students must be recommended by a school district for full-time employment, have successfully passed the Arizona Education Proficiency Assessment (AEPA/NES) in the content for which they are employed, passed Accuplacer, provide a current IVP fingerprint card, and have completed a course/workshop in Structured English Immersion.

Elementary Education Grades 1-8

Students in the Elementary Education program are preparing to teach grades 1-8. This program requires 45 credits including in-person field experiences in many of the courses as well as 8 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 45

EDU222*	Introduction to the Exceptional Learner**	3
EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU235*	The Exceptional Learner**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3
EDU255AC*	Intern Certificate Student Teaching Lab - Elementary Education I**	2
EDU255AD*	Intern Certificate Student Teaching Lab - Elementary Education II**	2
EDU255AE*	Intern Certificate Student Teaching Lab - Elementary Education III**	2
EDU255AF*	Intern Certificate Student Teaching Lab - Elementary Education IV**	2
EDU270*	Learning and the Brain	3
EDU270AA*	Elementary Reading and Decoding**	3
EDU271*	Phonics Based Reading and Decoding**	3
EDU272*	Educational Psychology	3
EDU276*	Classroom Management**	3
EDU285*	Education Seminar	2
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EDU290*	Science Methods and Curriculum Development**	3
EDU293*	Mathematics Methods and Curriculum Development**	3
EDU295*	Social Studies Methods and Curriculum Development**	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Secondary Education Grades 6-12

Students in the Secondary Education program are preparing to teach grades 6 - 12. This program requires 45 instructional days including in-person field experiences in many of the courses as well as 8 credits of student teaching experience. Secondary students must choose a content area for certification. In Arizona, it is not required that students have a degree in the chosen content area, but they must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 45

EDU222*	Introduction to the Exceptional Learner**	3
EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3
EDU255AC*	Intern Certificate Student Teaching Lab - Elementary Education I**	2
EDU256AD*	Intern Certificate Student Teaching Lab - Secondary Education II**	2
EDU256AE*	Intern Certificate Student Teaching Lab - Secondary Education III**	2

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher-in-Residence Programs

EDU256AF*	Intern Certificate Student Teaching Lab - Secondary Education IV**	2
EDU270*	Learning and the Brain	3
EDU270AB*	Secondary Reading and Decoding**	3
EDU272*	Educational Psychology	3
EDU274*	Understanding Adolescent Behavior in the Classroom**	3
EDU284*	Dynamic Teaching in the Secondary School**	2
EDU285*	Education Seminar	2
EDU276*	Classroom Management**	3
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EDU289*	Secondary Methods and Curriculum Development**	1

Note: Student must choose one (1) of the following: EDU289AA or EDU289AB or EDU289AC or EDU289AD or EDU289AE.

EDU289AA*	Secondary Social Studies Methods and Curriculum Development** (2) **OR**	
EDU289AB*	Secondary Mathematics Methods and Curriculum Development** (2) **OR**	
EDU289AC*	Secondary Science Methods and Curriculum Development** (2) **OR**	
EDU289AD*	Secondary English Methods and Curriculum Development** (2) **OR**	
EDU289AE*	Secondary Methods and Curriculum Development in Special Topics** (2)	2

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Special Education K-12 Cross-Categorical

Students in the Special Education program are preparing to teach grades K-12. Special Education certifications include Cross-categorical, Emotional Disabilities, Learning Disabilities, Mental Challenges, Orthopedic Impairments, and Other Health Impairments. This program requires 51 credits including in-person field experiences in many of the courses as well as 8 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Changes to Special Education Program required by Arizona Department of Education:

Current students that do not complete their program and/or receive their certification before December 31, 2015 will need to complete two additional Special Education classes.

- Language Development and Disorders (2 credits)
- Special Education Collaboration and Communication Practices (1 credit)

Beginning January 2016, Arizona will be offering only two Special Education certificates.

1. Mild to Moderate Specialist
2. Severe to Profound Specialist.

Rio Salado will only offer the Mild to Moderate certification.

Required Coursework: 51

EDU222*	Introduction to the Exceptional Learner**	3
EDU223AA*	Emotional Disabilities in the Classroom**	3
EDU223AB*	Learning Disabilities in the Classroom**	3
EDU223AC*	Mild and Moderate Intellectual Disability in the Classroom**	3
EDU223AD*	Physical and Other Health Impairments in the Classroom**	3
EDU223AF*	Assessment in Special Education**	3
EDU226*	Methods in Special Education**	3
EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher-in-Residence Programs

EDU257AC*	Intern Certificate Student Teaching Lab - Special Education I**	2
EDU257AD*	Intern Certificate Student Teaching Lab - Special Education II**	2
EDU257AE*	Intern Certificate Student Teaching Lab - Special Education III**	2
EDU257AF*	Intern Certificate Student Teaching Lab - Special Education IV**	2
EDU271*	Phonics Based Reading and Decoding**	3
EDU272*	Educational Psychology	3
EDU276*	Classroom Management**	3
EDU285*	Education Seminar	2
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EDU293*	Mathematics Methods and Curriculum Development**	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Arts Education K-12: Fine Arts

Students in the Fine Arts program are preparing to teach grades K-12. This program requires 34 credits including in-person field experiences in both elementary and secondary teaching methods as well as 8 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA).

Required Coursework: 34

EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3
EDU260AA*	Art Methods and Curriculum Development for Elementary**	4
EDU260AB*	Art Methods and Curriculum Development for Secondary	4
EDU272*	Educational Psychology	3
EDU276*	Classroom Management**	3
EDU285*	Education Seminar	2
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EFE260AC*	Intern Certificate Student Teaching Lab K-12 – Art Education I***	3
EFE260AD*	Intern Certificate Student Teaching Lab K-12 – Art Education II***	3
EFE260AE*	Intern Certificate Student Teaching Lab K-12 – Art Education III***	3
EFE260AF*	Intern Certificate Student Teaching Lab K-12 – Art Education IV***	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher-in-Residence Programs

Arts Education K-12: Dance Education

Students in the Dance Education program are preparing to teach grades K-12. This program requires 34 credits including in-person field experience work in both elementary and secondary teaching methods as well as 12 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 34

EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3
EDU261AA*	Dance Methods and Curriculum Development for Elementary**	4
EDU261AB*	Dance Methods and Curriculum Development for Secondary	4
EDU272*	Educational Psychology	3
EDU276*	Classroom Management**	3
EDU285*	Education Seminar	2
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EFE261AC*	Intern Certificate Student Teaching Lab K-12 – Dance Education I***	3
EFE261AD*	Intern Certificate Student Teaching Lab K-12 – Dance Education II***	3
EFE261AE*	Intern Certificate Student Teaching Lab K-12 – Dance Education III***	3
EFE261AF*	Intern Certificate Student Teaching Lab K-12 – Dance Education IV***	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Arts Education K-12: Dramatic Arts Education

Students in the Dramatic Arts Education program are preparing to teach grades K-12. This program requires 34 credits including in-person field experience work in both elementary and secondary teaching methods as well as 12 credits of fulltime student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 34

EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3
EDU262AA*	Dramatic Arts Methods and Curriculum Development for Elementary**	4
EDU262AB*	Dramatic Arts Methods and Curriculum Development for Secondary	4
EDU272*	Educational Psychology	3
EDU276*	Classroom Management**	3
EDU285*	Education Seminar	2
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EFE262AC*	Intern Certificate Student Teaching Lab K-12 – Drama Education I***	3
EFE262AD*	Intern Certificate Student Teaching Lab K-12 – Drama Education II***	3
EFE262AE*	Intern Certificate Student Teaching Lab K-12 – Drama Education III***	3
EFE262AF*	Intern Certificate Student Teaching Lab K-12 – Drama Education IV***	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher-in-Residence Programs

Arts Education K-12: Music Education

Students in the Music Education program are preparing to teach grades K-12. This program requires 34 credits including in-person field experiences in both elementary and secondary teaching methods as well as 12 credits of full-time student teaching. Students must verify content proficiency through the passing score of a federally-approved content exam (AEPA/NES).

Required Coursework: 34

EDU232*	Serving K-12 English Language Learners (ELL)**	3
EDU251*	Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**	3
EDU263AA*	Music Methods and Curriculum Development for Elementary**	4
EDU263AB*	Music Methods and Curriculum Development for Secondary	4
EDU272*	Educational Psychology	3
EDU276*	Classroom Management**	3
EDU285*	Education Seminar	2
EDU287AA*	Master Teacher Seminar I	1
EDU287AC*	Master Teacher Seminar III	1
EFE263AC*	Intern Certificate Student Teaching Lab K-12 – Music Education I***	3
EFE263AD*	Intern Certificate Student Teaching Lab K-12 – Music Education II***	3
EFE263AE*	Intern Certificate Student Teaching Lab K-12 – Music Education III***	3
EFE263AF*	Intern Certificate Student Teaching Lab K-12 – Music Education IV***	3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Teacher Endorsement Programs

Professional Development courses are designed for teachers who have a teaching certificate.

Arts Endorsement K-12

Arts Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the art endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

Required Coursework: 6

EPD212AA*	Elementary Art Methods and Curriculum Development	3
EPD212AB*	Secondary Art Methods and Curriculum Development	3

Dance Endorsement K-12

Dance Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Dance Endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

Required Coursework: 6

EDU261AA*	Dance Methods and Curriculum Development for Elementary	3
EDU261AB*	Dance Methods and Curriculum Development for Secondary	3

Dramatic Arts Endorsement K-12

Dramatic Arts Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Dramatic Art Endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

Required Coursework: 6

EPD214AA*	Elementary Dramatic Arts Methods and Curriculum Development	3
EPD214AB*	Secondary Dramatic Arts Methods and Curriculum Development	3

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher Endorsement Programs

Music Endorsement K-12

Music Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Music Endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

Required Coursework: 6

EPD215AA*	Elementary Music Methods Curriculum Development	3
EPD215AB*	Secondary Music Methods Curriculum Development	3

Computer Science and eLearning Design Endorsement

Rio Salado College offers an eLearning Design Specialist program for K-12 teachers interested in working with students online. You will learn how to custom design and deliver online content including courses, educational technology, learner engagement, online assessments and more.

Completion of 30 credit hours from the ELN courses listed below will satisfy the Arizona Department of Education requirement for a Computer Science endorsement. Both ELN112 and ELN113 must be included and applied toward the 30 credit hours.

Required Coursework: 6

ELN100*	Foundations of eLearning Design for K-12	3
ELN103*	K-12 eLearning Technology and Media	3
ELN105*	Classroom Management in K-12 eLearning	3
ELN106*	Discipline and Behavior in K-12 eLearning	3
ELN107*	Parent Communication and Involvement in K-12 eLearning	3
ELN108*	Legal Issues in K-12 eLearning	3
ELN109*	Engaging K-12 eLearners	3
ELN111*	K-12 eLearning Environments	3
ELN112*	Methods of Building and Facilitating eLearning 9-12	3
ELN113*	Methods of Building and Facilitating eLearning K-8	3
ELN121*	Evaluating K-12 eLearning	3
ELN122*	K-12 eLearning Assessment Creation	3

Early Childhood, Birth through Age 8 or through Grade 3 Endorsement

All teachers serving children birth through kindergarten must have a provisional Early Childhood certificate, standard early childhood certificate, or an early childhood endorsement by July 1, 2012.

An individual who holds the Early Childhood endorsement in combination with an Arizona Cross-Categorical, Emotional Disability, Learning Disability, Mental Retardation, Orthopedic/Other Health Impairment or Severely and Profoundly Disabled Special Education teaching certificate is not required to hold the Early Childhood Special Education certificate.

Required Coursework: 6

EEC200*	Early Learning Foundations	3
EEC201*	Early Learning Guidance and Management	3
EEC202*	Early Learning Introduction to the Exceptional Young Child	3
EEC203*	Early Learning Culture, Community, Family and the Child	3
EEC204*	Early Learning Language and Literacy Development	3
EEC205*	Early Learning: Instructional Methodologies of Language, Math, Science, Social Studies, and the Arts	3
EEC206*	Standards, Observation and Assessment of Typical and Atypical Behaviors	3
EEC222*	Early Learning: The Developing Child Prenatal to Age Eight	3
EEP288*	Student Teaching Lab - Early Childhood	4
EEP289*	Internship: Early Childhood Infant, Toddler, Preschool	4

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher Endorsement Programs

English as a Second Language Endorsement

ESL Endorsement courses are designed for currently certified elementary, secondary, special education career and technical education, supervisors, principal or superintendent certificate. Teachers can add the ESL Endorsement to their current teaching certificate by taking Rio Salado College courses.

Arizona Department of Education Shared Requirements:

An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL Specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction. Classroom teachers, supervisors, principals, and superintendents holding a full English as a Second Language (ESL) endorsement or a full bilingual endorsement are not required to obtain the provisional or full Structured English Immersion (SEI) endorsement.

Required Coursework: 6

EDU230	Cultural Diversity in Education	3
ENG213*	Introduction to the Study of Language	3
EPD220*	Introduction to Serving English Language Learners for Certified Teachers *(Formerly EDU225 or EDU220)*	3
EPD233**	Structured English Immersion and English as a Second Language Teaching Method for Certified Teachers **	3
EPD244*	Reading and Writing in SEI/ESL/ Bilingual Settings	3
EPD246*	Teaching and Assessment of English Language Learners (ELL)	3
EPD247	Practicum for English as a Second Language (ESL)/Bilingual Teachers+	3

*** Note: Students who have taken EDU240 or EDU251 Methods for Teaching SEI/ESL in the Post-Bacc Program or EDU228 SEI/ESL Teaching Methods have met this ESL requirement. EDU240/228 fulfills the ESL requirement, but not an SEI requirement. EDU220/ EPD220, EDU233/251 or EPD233 will meet both an ESL and a SEI requirement.*

+ Course is not required if teacher submits 2 years of verified ESL or bilingual teaching experience (verified by district superintendent) to the AZ Department of Education.

Rio Salado College offers the following courses to meet the methods requirements listed above.

ARB101	Elementary Arabic I	4
ARB102*	Elementary Arabic II	4
ARB201*	Intermediate Arabic I	4
ARB202*	Intermediate Arabic II	4
CHI101	Elementary Chinese (Mandarin) SUN# CHI1101	5
CHI102*	Elementary Chinese (Mandarin) SUN# CHI1102	5
CHI201*	Intermediate Chinese I SUN# CHI2201	5
CHI202*	Intermediate Chinese II SUN# CHI2202	5
FRE101	Elementary French I SUN# FRE1101	4
FRE102*	Elementary French II SUN# FRE1102	4
FRE201*	Intermediate French I SUN# FRE2201	4
FRE202*	Intermediate French II SUN# FRE2202	4
GER101	Elementary German I SUN# GER1101	4
GER102*	Elementary German II SUN# GER1102	4
GER201*	Intermediate German I SUN# GER2201	4
GER202	Intermediate German II SUN# GER2202	4
JPN101	Elementary Japanese I SUN# JPN1101	5
JPN102*	Elementary Japanese II SUN# JPN1102	5
SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102	Elementary Spanish II SUN# SPA1102	4
SPA119	Spanish for Educational Settings I	3
SPA120*	Spanish for Educational Settings II	3
SPA201	Intermediate Spanish I SUN# SPA2201	4
SPA202*	Intermediate Spanish II SUN# SPA2202	3
SPA115	Beginning Spanish Conversation I	3
SPA116*	Beginning Spanish Conversation II	3
SPA225*	Intermediate Spanish Conversation I	3
SPA226*	Intermediate Spanish Conversation II	3

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher Endorsement Programs

Middle School Endorsement Grades 5-9

Endorsement may expand the grades a teacher is authorized to teach with an Elementary or Secondary certificate. This endorsement does not make the person highly qualified.

Required Coursework: 9

EPD224*	Teaching in the Middle School	3
EPD248*	Adolescent Behavior	3
EPD286*	Middle School Practicum *(Note: Requires own classroom to complete.)*	3

Physical Education Endorsement K-12

Physical Education Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Physical Education Endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

Required Coursework: 6

EPD216AA*	Elementary Physical Education Methods and Curriculum Development	3
EPD216AB*	Secondary Physical Education Methods and Curriculum Development	3

Structured English Immersion (SEI) Endorsement K-12

All classroom teachers (Arts Education, Career and Technical, Early Childhood, Elementary, Secondary, Special Education, Teaching Intern, or Foreign Teaching), and certified administrators (Supervisor, Principal, Superintendent, or Interim Administrator) must hold a valid SEI endorsement. However, teachers and administrators who hold a full ESL or full Bilingual Endorsement are exempt from the SEI requirement.

Required Coursework: 3

EPD233	Structured English Immersion and English as a Second Language Teaching Methods for Certified Teachers**	
	OR	
EPD244	Reading and Writing in SEI/ESL Bilingual Settings**	3

Mathematics Endorsement K-8

The Mathematics Endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, consultant, interventionist or coach.

Required Coursework: 24

EPD250*	Teaching Elementary Number Sense and Operations, Grades K-8	6
EPD251*	Teaching Geometry and Measurement, Grades K-8	3
EPD252*	Teaching Patterns, Algebra and Functions, Grades K-8	6
EPD253*	Teaching Data Analysis, Probability and Discrete Mathematics, Grades K-8	3
EPD254*	Mathematics Classroom Assessment	3
EPD255*	Research-Based Practices, Pedagogy, and Instructional Leadership in Mathematics	3

** Indicates course has a Prerequisite and/or Corequisite.*

Teacher Endorsement Programs

Reading Endorsement Grades K-8

Reading Endorsement courses are designed for currently certified Education teachers. Teachers can add the Reading Endorsement to their current teaching certificate by taking the following Rio Salado College courses.

Required Coursework: 24

ENH291	Children's Literature	3
EPD270*	Theoretical and Research Foundations of Language and Literacy	3
EPD271AA*	Essential Elements of Elementary Reading and Writing Instruction K-8	3
EPD272AA*	Elements of Elementary Content Area Reading and Writing K-8	3
EPD274*	Reading Assessment	6
EPD276*	The Teacher Leader	3
EPD277AA*	Reading Field Experience K-8	3

Reading Endorsement Grades 6-12

Reading Endorsement courses are designed for currently certified Education teachers. Teachers can add the Reading Endorsement to their current teaching certificate by taking the following Rio Salado College courses.

Required Coursework: 24

ENH292	Literature for Adolescents	3
EPD270*	Theoretical and Research Foundations of Language and Literacy	3
EPD271AB*	Essential Elements of Elementary Reading and Writing Instruction 6-12	3
EPD272AA*	Elements of Adolescent Content Area Reading and Writing 6-12	3
EPD274*	Reading Assessment	6
EPD276*	The Teacher Leader	3
EPD277AB*	Reading Field Experience 6-12	3

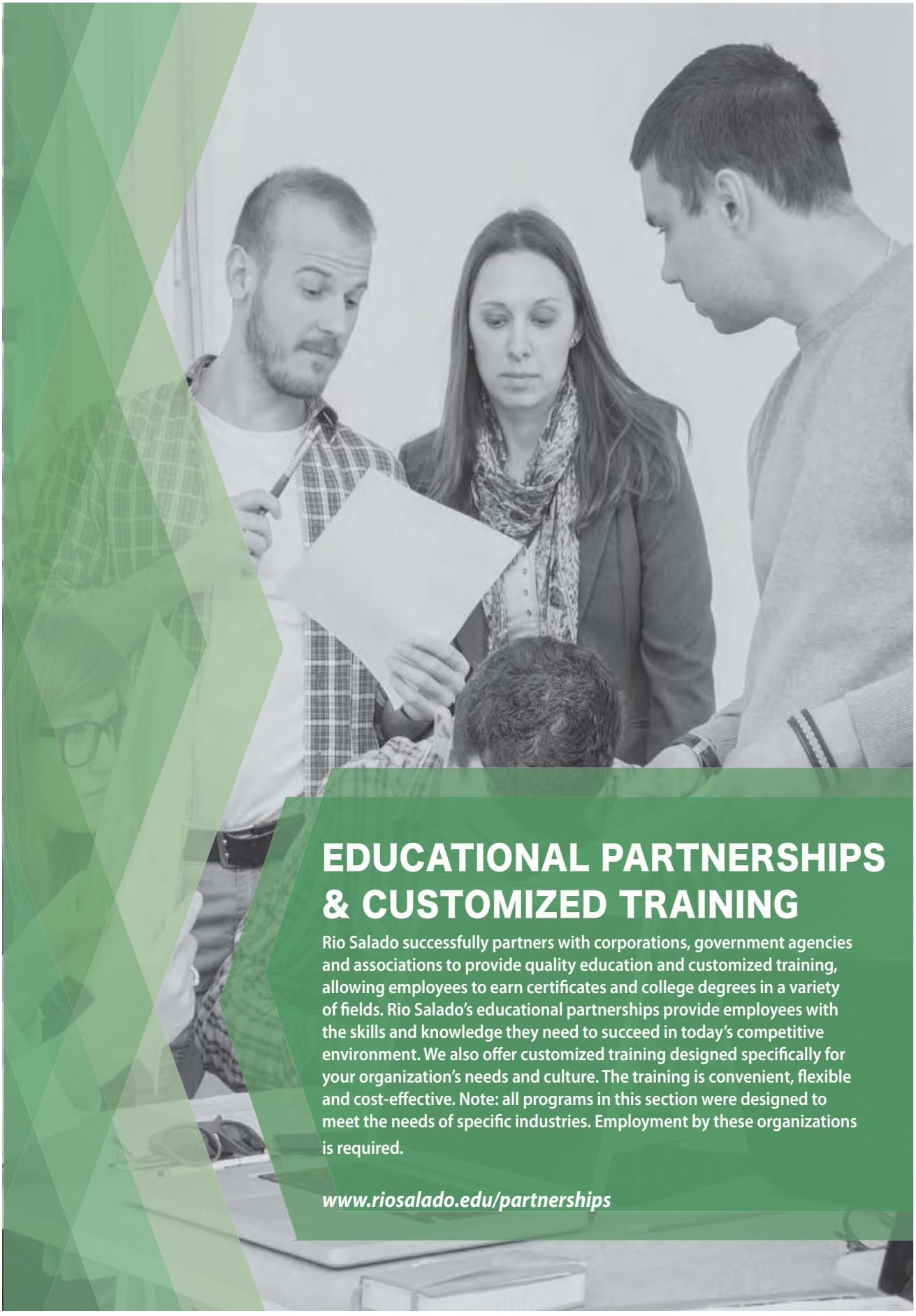
Reading Endorsement Grades K-12

Reading Endorsement courses are designed for currently certified Education teachers. Teachers can add the Reading Endorsement to their current teaching certificate by taking the following Rio Salado College courses.

Required Coursework: 30

EPD270*	Theoretical and Research Foundations of Language and Literacy	3
EPD271AA*	Essential Elements of Elementary Reading and Writing Instruction K-8	3
EPD271AB*	Essential Elements of Elementary Reading and Writing Instruction 6-12	3
EPD272AA*	Elements of Elementary Content Area Reading and Writing K-8	3
EPD272AA*	Elements of Adolescent Content Area Reading and Writing 6-12	3
EPD274*	Reading Assessment	6
EPD276*	The Teacher Leader	3
EPD277AA*	Reading Field Experience K-8	3
EPD277AB*	Reading Field Experience 6-12	3

** Indicates course has a Prerequisite and/or Corequisite.*



EDUCATIONAL PARTNERSHIPS & CUSTOMIZED TRAINING

Rio Salado successfully partners with corporations, government agencies and associations to provide quality education and customized training, allowing employees to earn certificates and college degrees in a variety of fields. Rio Salado's educational partnerships provide employees with the skills and knowledge they need to succeed in today's competitive environment. We also offer customized training designed specifically for your organization's needs and culture. The training is convenient, flexible and cost-effective. Note: all programs in this section were designed to meet the needs of specific industries. Employment by these organizations is required.

www.riosalado.edu/partnerships

EDUCATIONAL PARTNERSHIPS & CUSTOMIZED TRAINING

Airline Operations
Certificate of Completion in:
- Airline Operations: Reservations
- Airline Operations: Reservations and Ticketing Services
- Airline Operations: Passenger Services
- Airline Operations: Initial Flight Attendant
- Airline Operations: Ground Operations

Associate in Applied Science in
- Airline Operations

Broadband Telecommunications
Certificate of Completion in:
- Broadband Telecommunications: Account Services
- Broadband Telecommunications: Technical Support Services
- Broadband Telecommunications: Field Operations

Associate in Applied Science in
- Broadband Telecommunications

Corrections
Certificate of Completion in:
- Basic Corrections
- Advanced Corrections
- Juvenile Corrections

Associate in Applied Science in
- Corrections

Dental Assisting (Clinical)
Certificate of Completion in
- Dental Assisting Technology
- Clinical Dental Assisting

Associate in Applied Science in
- Clinical Dental Assisting

Detention Services
Certificate of Completion in
- Detention Services

Associate in Applied Science in
- Detention Services

Hardware and Networking Basics
Certificate of Completion in
- Hardware and Networking Basics

Information Technology Entrepreneurship
Certificate of Completion in
- Information Technology Entrepreneurship

Law Enforcement Technology
Certificate of Completion in:
- Law Enforcement Technology Academy
- Law Enforcement Technology
- Law Enforcement Field Training
- Public Safety Technology

Associate in Applied Science in
- Law Enforcement Technology

Public Administration: Legal Services
Certificate of Completion in
- Public Administration: Legal Services

Quality Customer Service
Certificate of Completion in:
- Quality Customer Service
- Human Services - Assistance: Public Assistance Eligibility
- Human Services - Specialist: Customer Service
- Human Services - Unemployment Insurance: Customer Service
- Automobile Insurance: Customer Service
- Automobile Insurance Claims: Customer Service
- Automobile Policy: Customer Service
- Motor Vehicle: Customer Service
- Utilities: Customer Service
- Bank Account Management: Customer Service
- Credit Counseling: Customer Service
- Retail Pharmacy: Customer Service
- Water Services: Customer Service

Associate in Applied Science in
- Quality Customer Service

Workforce Development and Community Re-Entry
Certificate of Completion in:
- Workforce Development and Community Re-Entry
- Workforce Development: Carpentry Level I
- Workforce Development: Carpentry Level II
- Workforce Development: Electrical Level I
- Workforce Development: Electrical Level II
- Workforce Development: Horticulture
- Workforce Development: Landscape Technology
- Workforce Development: Automotive Technology Level I
- Workforce Development: Automotive Technology Level II
- Workforce Development: Furniture Construction/Refinishing Level I
- Workforce Development: Furniture Construction/Refinishing Level II
- Workforce Development: Graphic Arts Level I
- Workforce Development: Graphic Arts Level II

Associate in Applied Science in
- Workforce Development and Community Re-Entry

Airline Operations

Certificate of Completion in Airline Operations: Reservations

The Certificate of Completion (CCL) in Airline Operations: Reservations program provides students with training in airline reservations and sales. Courses cover Federal Aviation Administration rules and regulations as well as customer service, fares, ticketing procedures, seat assignments, and computer familiarization.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

AIR102	Reservations/Sales Training I	3
AIR104*	Reservations/Sales Training II	3
AIR106*	Reservations/Sales Training III	3
AIR110*	Advanced Reservations/Sales Training	2

Certificate of Completion in Airline Operations: Reservations and Ticketing Services

The Certificate of Completion (CCL) in Airline Operations: Reservations and Ticketing Services program is designed to provide students with training in airline reservations and ticketing services. Courses cover all aspects of reservations and ticketing procedures, including fares, itineraries, seat assignments and mileage plans as well as basic international travel.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

AIR160	Reservations/Booking Procedures	3
AIR161*	Airline Reservations System	2
AIR163*	Advanced Airline Reservations	2
AIR165	Overview of Flight Schedules/ Itineraries	3



** Indicates course has a Prerequisite and/or Corequisite.*

Airline Operations

Certificate of Completion in Airline Operations: Passenger Services

The Certificate of Completion in Airline Operations: Passenger Services is designed to provide students with training in airline ticketing and passenger services. Courses cover all facets of airline passenger services including ticketing, fares, payments, baggage, and standby procedures. Rules and regulations of the Federal Aviation Administration are emphasized.

CIPS Code: 49.0104

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

AIR103	Basic Reservations Procedures	3
AIR112*	Airline Ticketing Procedures	3
AIR116*	Airline Gate Procedures	3
AIR123	Baggage Service Agent (1) **OR**	
BPCxxx	Any Business-Personal Computer Course (1) **OR**	
CISxxx	Any Computer Information Systems Course (1)	1

Certificate of Completion in Airline Operations: Initial Flight Attendant

The Certificate of Completion (CCL) in Airline Operations: Initial Flight Attendant provides training for airline flight attendants. Inflight training procedures are covered for the Airbus A319/320 aircraft as well as transition training for the Boeing 737 and 757. Courses also cover emergency medical procedures, security procedures, and general operations as well as Federal Aviation Administration rules and regulations.

CIPS Code: 49.0106

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

AIR118	Emergency Medical Procedures	2
AIR120*	Airbus A319/320 Initial Training	3
AIR122*	Airbus A319/320 Emergency Procedures	2
AIR124*	Boeing 757 Transition Training	2
AIR125*	Boeing 737 Transition Training	1

Modifications to programs and courses may occur throughout the academic year. For the most updated information on curriculum, see our website at: **www.riosalado.edu/programs**. To speak to an academic advisor, call **480-517-8580**.

** Indicates course has a Prerequisite and/or Corequisite.*

Airline Operations

Certificate of Completion in Airline Operations: Ground Operations

The Certificate of Completion (CCL) in Airline Operations: Ground Operations is designed to provide ramp safety and ground operation procedures for airline employees. Courses cover all aspects of the ramp environment including procedures for arrival, turnaround, and departure conditions. Familiarization of various aircraft with an emphasis on engine safety, structural and performance limits, flight crew requirements and passenger capacities is also covered. Rules and regulations of the Federal Aviation Administration are emphasized.

CIPS Code: 49.0104

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 7-8

AIR140*	Ramp Safety Procedures	2
AIR142*	Aircraft Dynamics	3
BPCxxx	Any BPC Business-Personal Computer Course (1) **AND**	
AIR121	Airline Cargo Services (2) **OR**	
AIR146	Aircraft Load Planning (1)	2-3

Restricted Electives: 3

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
COM110	Interpersonal Communications SUN# COM1100	3
COM230	Small Group Communications SUN# COM2271	3
MGT229	Management and Leadership I	3

Associate in Applied Science in Airline Operations

The Associate in Applied Science (AAS) in Airline Operations program is designed to provide students with the opportunity to specialize in specific areas of airline operations while still meeting the rigid Federal Aviation Administration requirements. Students may choose to specialize in the areas of Reservations, Reservations and Ticketing Services, Passenger Services, Initial Flight Attendant, and Ground Operations.

CIPS Code: 49.0104

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 26-29

Certificate of Completion in Organizational Leadership (18) **OR**

Certificate of Completion in Quality Customer Service (16-17) 16-18

AND

Certificate of Completion in Airline Operations: Reservations (11) **OR**

Certificate of Completion in Airline Operations: Reservations and Ticketing Services (10) **OR**

Certificate of Completion in Airline Operations: Passenger Services (10) **OR**

Certificate of Completion in Airline Operations: Initial Flight Attendant (10) **OR**

Certificate of Completion in Airline Operations: Ground Operations (10-11) 10-11

Restricted Electives: 10-13

Students must choose 10-13 industry/job specific electives credits and have them approved by the department chair.

** Indicates course has a Prerequisite and/or Corequisite.*

Airline Operations

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3) **OR**
ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Airline Operations: Reservations (11 credits)
- Airline Operations: Reservations and Ticketing Services (10 credits)
- Airline Operations: Passenger Services (10 credits)
- Airline Operations: Initial Flight Attendant (10 credits)
- Airline Operations: Ground Operations (10-11 credits)

Associate in Applied Science in:

- Airline Operations (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.0

** Indicates course has a Prerequisite and/or Corequisite.*

Broadband Telecommunications

Certificate of Completion in Broadband Telecommunications: Account Services

The Certificate of Completion (CCL) in Broadband Telecommunications: Account Services is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on customer interaction in the digital telephone area, including account services, installation, and billing practices.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

CSR215	Digital Telephone Customer Service	1
CSR219	Disconnects and Transfers	1
CSR224	Communications Industry Billing Practices	1
CSR225	Digital Telecommunications Customer Service	2
CSR226	Digital Telecommunications Customer Interaction	1
CSR228	Telecommunications Database Navigation	2
TLT141	Telecommunications Computer Operations	1
TLT152	Telecommunications Product Knowledge	2

Certificate of Completion in Broadband Telecommunications: Technical Support Services

The Certificate of Completion (CCL) in Broadband Telecommunications: Technical Support Services is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on technical support services in the areas of telephony, video and high speed internet.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

TLT154	Technical Support Representative Foundations	2
TLT155	Technical Support Representative Telephony	2
TLT160	Video Technical Training	2
TLT161	Video Technical Training Lab	1
TLT163	High Speed Internet Technical Training	2
TLT164	High Speed Internet Technical Training Lab	1
TLT165	Technical Support Representative Telephony Lab	1

** Indicates course has a Prerequisite and/or Corequisite.*

Broadband Telecommunications

Certificate of Completion in Broadband Telecommunications: Field Operations

The Certificate of Completion (CCL) in Broadband Telecommunications: Field Operations is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on field operations in the various areas of broadband telecommunications including drop service initiation, planning, and maintenance as well as high speed internet procedures.

CIPS Code: 47.0103

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12

TLT142	Drop Connections	1
TLT143	Digital Video Systems	2
TLT144	Drop Planning and Maintenance	2
TLT149	Digital Phone Network Installation	2
TLT162	High Speed Internet/Networking	3
TLT163	High Speed Internet Technical Training	2

Associate in Applied Science in Broadband Telecommunications

The Associate in Applied Science (AAS) in Broadband Telecommunications is designed to provide students with the training required for employment in the broadband telecommunications industry. The program covers telecommunications issues and procedures in the areas of account services, technical support services, and field operations. Courses focus on customer interaction and technical operations in the various areas of telecommunications including telephone, television, and high speed internet.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11-12

Certificate of Completion in Broadband Telecommunications: Account Services 11

OR

Certificate of Completion in Broadband Telecommunications: Technical Support Services 11

OR

Certificate of Completion in Broadband Telecommunications: Field Operations 12

** Indicates course has a Prerequisite and/or Corequisite.*

Broadband Telecommunications

Restricted Electives: 23-24

Students must choose 23-24 industry/job specific elective credits from the list of Restricted Electives below. These industry/job specific credits must include a minimum of 9 credits with a common prefix.

BPCxxx	Any BPC Business-Personal Computers course
BTOxxx	Any BTO Business Technology for the Office course
CISxxx	Any CIS Computer Information Systems course
CSRxxx	Any CSR Customer Service Representative course
GBSxxx	Any GBS General Business course
MGTxxx	Any MGT Management course
PGRxxx	Any PGR Professional Growth course
TLTxxx	Any TLT Telecommunications Technology course
TQMxxx	Any TQM Total Quality Management course

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

ENG101*	First-Year Composition SUN# ENG1101 (3)
	AND
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG111*	Technical and Professional Writing (3)

Oral Communication 3

COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**
COM230	Small Group Communication SUN# COM2271 (3)

Critical Reading 3

CRE101*	College Critical Reading (3) **OR**
CRE111*	Critical Reading for Business and Industry (3)

Mathematics 3

MAT112*	Mathematical Concepts and Applications (3) **OR**

Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences areas.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Broadband Telecommunications: Account Services (11 credits)
- Broadband Telecommunications: Technical Support Services (11 credits)
- Broadband Telecommunications: Field Operations (12 credits)

Associate in Applied Science in:

- Broadband Telecommunications (60 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Corrections

Certificate of Completion in Basic Corrections

The Certificate of Completion (CCL) in Basic Corrections program is designed to prepare students for a career in the field of corrections. The courses are designed to prepare students with the skills needed to meet the challenges of working in a correctional facility. Courses cover the topics of inmate management techniques, ethics and professionalism, conflict and crisis management skills in addition to security procedures and weapons training.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 21

LET160*	Correctional System Ethics and Professionalism	1
LET162*	Introduction to Inmate Management	3
LET164*	Correctional Information Systems	1
LET166*	Correction Officers Safety and Weapons Training	2
LET168*	Inmate Security Procedures I	2
LET169*	Inmate Security Procedures II	3
LET170*	Security, Custody and Control Procedures	2
LET172*	Conflict and Crisis Management	2
LET176*	Medical and Mental Health	2
LET178*	Physical Fitness and Self Defense Training	3

Certificate of Completion in Advanced Corrections

The Certificate of Completion (CCL) in Advanced Corrections program is designed for corrections officers seeking advancement in the corrections field. Courses will focus on supervision techniques, interpersonal communication, and the constitution of the United States and the State of Arizona. Officers will also study basic psychology principles and sociology concepts.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 35-36

Certificate of Completion in Basic Corrections		21
COM110	Interpersonal Communication SUN# COM1100	3
LET167*	Correctional Sergeant Leadership (2) **OR**	
MGT229	Management and Leadership I (3) **OR**	
PAD116	Supervisory Training for DOC Employees (3)	2-3
POS220	U.S. and Arizona Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2)	3
PSY101	Introduction to Psychology SUN# PSY1101	3
SOC101	Introduction to Sociology SUN# SOC1101	3

** Indicates course has a Prerequisite and/or Corequisite.*

Corrections

Restricted Electives:		3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS133DA	Internet/Web Development Level I	3
COM263	Elements of Intercultural Communication	3
MGT229	Management and Leadership I	3
POS100	Introduction to Political Science	3
PSY2xx*	Any 200 Level Psychology Course	3
REL100	World Religions	3
SOC2xx*	Any 200 Level Sociology Course	3
SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

Certificate of Completion in Juvenile Corrections

The Certificate of Completion (CCL) in Juvenile Corrections program is designed to provide students with the training needed for employment in the juvenile corrections system. Topics covered in the courses include an introduction to the field of juvenile corrections, including statistics and jurisdiction issues as well as implementation of effective behavior management and conflict resolution strategies. An emphasis is placed on adolescent development, programs, treatment strategies, and case management responsibilities in addition to procedures for managing juvenile corrections housing units.

CIPS Code: 43.0110

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses:		20
LET112	Introduction to Juvenile Corrections	2
LET113	Juvenile Corrections Procedures	2
LET114	Juvenile Corrections Officer Skills	3
LET115	Crisis Intervention in Juvenile Corrections	2
LET116	Adolescent Treatment Issues	3
LET117	Juvenile Corrections Supervision	3
LET118	Legal Issues in Juvenile Corrections	3
LET120	Juvenile Corrections Housing Unit Operations	2

Associate in Applied Science in Corrections

The Associate in Applied Science (AAS) in Corrections program is designed to prepare students who are interested in a career in the field of corrections or juvenile corrections, or to upgrade the skills of those officers currently working in these fields. Students will be presented with opportunities to develop skills to meet the challenges of working with different types of inmates or juveniles and the problems encountered with these individuals. Courses in both of the Certificates of Completion in Basic Corrections and Juvenile Corrections will cover ethics, management skills, conflict and crisis management techniques, and security procedures. As well, courses in the Certificate of Completion in Juvenile Corrections will touch on adolescent development and development theories. The Certificate of Completion in Advanced Corrections will cover the areas of supervision, political science, communication, psychology, and sociology.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

** Indicates course has a Prerequisite and/or Corequisite.*

Corrections

Required Courses: 38-39

Certificate of Completion in Advanced Corrections (38-39)

OR

Certificate of Completion in Juvenile Corrections (20)

AND

CFS205	Human Development	3
CFS277	Adult-Adolescent Interaction	3
COM110	Interpersonal Communication SUN# COM1100 (3) **OR**	
COM263	Elements of Intercultural Communication (3)	3
POS220	U.S. and Arizona Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2)	3
PSY101	Introduction to Psychology SUN# PSY1101 (3) **OR**	
PSY132	Psychology and Culture (3)	3
SOC101	Introduction to Sociology SUN# SOC1101	3

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**
ENG107*	First-Year Composition for ESL (3) **AND**
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG108*	First-Year Composition for ESL (3)

Oral Communication 3

COM230	Small Group Communication SUN# COM2271 (3)

Critical Reading 0-3

CRE101*	College Critical Reading (3) **OR**
CRE111*	Critical Reading for Business and Industry (3) **OR**

Equivalent as indicated by assessment

Mathematics 3

MAT122*	Intermediate Algebra (3)

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Basic Corrections (21 credits)
- Advanced Corrections (38-39 credits)
- Juvenile Corrections (20 credits)

Associate in Applied Science in:

- Corrections (60-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)

Certificate of Completion in Dental Assisting Technology

The Certificate of Completion (CCL) in Dental Assisting Technology program is designed to prepare students to practice entry-level clinical dental assisting. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association.

CIPS Code: 51.0601

Admission Criteria:

This program is offered through an educational partnership.

Formal application and admission to the Dental Assisting Technology Program is required.

Applicants who are accepted and enroll in the Dental Assisting Technology program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

Required Courses: 24

DAE160*	Orientation to Clinical Dental Assisting	1
DAE162*	Introduction to Dental Office Management	1
DAE166*	Infection Control and Hazard Communication	2
DAE168*	Dental Anatomy and Pathology	3
DAE170*	Dental Practice Emergencies and Patient Management	1
DAE172*	Dental Materials	3
DAE230*	Clinical Dental Assisting I	2
DAE232*	Clinical Dental Assisting II	2
DAE240*	Dental Radiographic Imaging	3
DAE248*	Clinical Dental Assistant Practicum	1
DAE290*	Internship for Clinical Dental Assistants	4
HCC109	CPR for Health Care Provider	0.5
HCC130AD	Communication and Teamwork in Health Care Organizations	0.5

Certificate of Completion in Clinical Dental Assisting

The Certificate of Completion (CCL) in Clinical Dental Assisting program is designed to provide an opportunity for students to practice advanced expanded functions in clinical dental assisting. The distance education format and frequent enrollment opportunities allow for flexibility in program completion. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association.

The Dental Assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association (211 E. Chicago Avenue, Chicago, IL 60611-2678; 312-440-4653). Graduates of the program are eligible to take the Dental Assisting National Board (216 E. Ontario Street, Chicago, IL 60611) Certification Exams for the designation CDA-Certified Dental Assistant, and the Arizona State Certification in Radiation Health and Safety Exam, and the Arizona Coronal Polishing Certificate (AZCP).

CIPS Code: 51.0601

Admission Criteria:

A high school diploma or GED equivalency is required.

Ability to fully participate in classroom, laboratory, and clinical setting program activities.

Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.

Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.

Completion of Program Prerequisites with a "C" or better.

Formal application and acceptance into the Clinical Dental Assisting Program.

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)

Applicants who are accepted and enroll in the Clinical Dental Assisting program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

Program Prerequisites: 7.5-8

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	3
BIO156*	Introductory Biology for Allied Health (4) **OR**	
BIO160	Introduction to Human Anatomy and Physiology (4)	4
HCC109	CPR for Health Care Provider (0.5) **OR** Proof of CPR certification	0-0.5
HCC130AD	Communication and Teamwork in Healthcare Organizations	0.5

Required Courses: 26.5

DAE240*	Dental Radiographic Imaging	3
DAE285*	Clinical Dental Assisting Seminar	2
DAE290*	Internship for Clinical Dental Assistants	4
DAE112*	Dental Assisting I	7
DAE156*	Dental Assisting II	7
DAE212*	Dental Assisting III	2
DAE256*	Dental Assisting IV	1.5

Associate in Applied Science in Clinical Dental Assisting

The Associate in Applied Science (AAS) in Clinical Dental Assisting program is designed to provide an opportunity for students to practice advanced expanded functions in clinical dental assisting. The distance education format and frequent enrollment opportunities allow for flexibility in program completion. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association. In addition to the AAS in Clinical Dental Assisting, a Certificate of Completion in Clinical Dental Assisting and a Certificate of Completion in Dental Assisting Technology are also available.

CIPS Code: 51.0601

Admission Criteria:

Ability to fully participate in classroom, laboratory, and clinical setting program activities.

Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.

Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.

Completion of Program Prerequisites with a "C" or better.

Formal application and admission to the Clinical Dental Assisting Program is required.

Applicants who are accepted and enroll in the Clinical Dental Assisting program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.

** Indicates course has a Prerequisite and/or Corequisite.*

Dental Assisting (Clinical)

Required Courses: 24-34.5

Certificate of Completion in Dental Assisting Technology 24

OR

Certificate of Completion in Clinical Dental Assisting 34-34.5

Restricted Electives: 4.5-11

BPCxxx Any BPC Business-Personal Computer course

CISxxx Any CIS Computer Information Services course

HCCxxx Any HCC Health Core Curriculum course

General Education Requirements: 18-28

General Education Core: 9-15

First-Year Composition 3-6

Three (3) credits of First-Year Composition are met by ENG101 or ENG107 in the Required Courses area if CCL 5533 Clinical Dental Assisting is selected.

ENG101* First-Year Composition SUN# ENG1101 (3) **OR**

ENG107* First-Year Composition for ESL (3) **AND**

ENG102* First-Year Composition SUN# ENG1102 (3) **OR**

ENG108* First-Year Composition for ESL (3) **OR**

ENG111* Technical and Professional Writing (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Equivalent course **OR**
Satisfactory completion of a higher level mathematics course

General Education Distribution: 9-13

Humanities and Fine Arts 3

Any approved general education course in the Humanities, Arts and Design area.

Social and Behavioral Sciences 6

PSY101 Introduction to Psychology SUN# PSY1101 (3)

AND

SOC101 Introduction to Sociology SUN# SOC1101 (3)

Natural Sciences 0-4

Four (4) credits of Natural Sciences are met by BIO156 or BIO160 in the Required Courses area if CCL 5533 Clinical Dental Assisting is selected.

BIO156* Introductory Biology for Allied Health (4) **OR**

BIO160 Introduction to Human Anatomy and Physiology (4) **OR**

BIO201* Human Anatomy and Physiology I SUN# BIO2201 (4)

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Dental Assisting Technology (24 credits)
- Clinical Dental Assisting (34-34.5 credits)

Associate in Applied Science in:

- Clinical Dental Assisting (60 credits)

Students must earn a grade "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Detention Services

Certificate of Completion in Detention Services

The Certificate of Completion (CCL) in Detention Services program is designed to prepare students who are interested in a career in the field of detention and also upgrade the skills of those presently working in the field. The courses examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. The courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates and the variety of problems encountered with these individuals.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 18

LET130*	Detention Officer Training	2
LET132*	Introduction to Correctional Law	3
LET134*	Special Needs Issues and Communication	2
LET135*	Problem Solving and Crisis Management	2
LET136*	Detention Security Procedures	2
LET138*	Detention Officer Emergency Procedures	1
LET139*	Detention Facility Training	2
LET141*	Detention Defensive Tactics	4

Associate in Applied Science in Detention Services

The Associate in Applied Science (AAS) in Detention Services program is designed to prepare students who are interested in a career in the field of detention or to upgrade the skills of those presently working in the field. Courses will examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. Courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates, and the variety of problems encountered with these individuals.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 18

Certificate of Completion in Detention Services	18

Restricted Electives: 21

BPCxxx	Any Business-Personal Computer course	1-3
BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
COM259*	Communication in Business and Professions	3
HIS101	History of Western Civilization Middle Ages to 1789	3
HIS102	History of Western Civilization 1789 to Present	3
HIS103	United States History to 1865	3
HIS104	United States History 1865 to Present	3
HIS145	History of Mexico	3

** Indicates course has a Prerequisite and/or Corequisite.*

Detention Services

LET125	Legal Aspects of Law Enforcement	2
LET144*	Detention Officer Field Training	2
LET148*	Detention Officer Field Training Lab	3
LET150*	Firearms I	3
LET151*	Firearms II	2
LET224	Crime Scene Investigations	4
LET230*	Cultural Awareness for Law Enforcement	3
MGT229	Management and Leadership I	3
MGT230*	Management and Leadership II	3
PADxxx	Any PAD Public Administration Course	3
PSY101	Introduction to Psychology SUN# PSY1101	3
PSY266*	Abnormal Psychology	3
PSY270*	Personal and Social Adjustment	3
REL100	World Religions	3
SOC101	Introduction to Sociology SUN# SOC1101	3
SOC110	Drugs and Society	3
SOC140	Race and Ethnic Relations SUN# SOC2215	3
SOC245*	Social Deviance	3
SPH245	Hispanic Heritage in the Southwest	3

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101*	First-Year Composition SUN# ENG1101 (3)
	AND
ENG102*	First-Year Composition SUN# ENG1102 (3) **OR**
ENG111*	Technical and Professional Writing (3)

Oral Communication 3

COM230	Small Group Communication SUN# COM2271

Critical Reading 0-3

CRE101*	College Critical Reading (3) **OR**
CRE111*	Critical Reading for Business and Industry (3) **OR**

Equivalent as indicated by assessment

Mathematics 3

MAT122*	Intermediate Algebra

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Detention Services (18 credits)

Associate in Applied Science in:

Detention Services (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

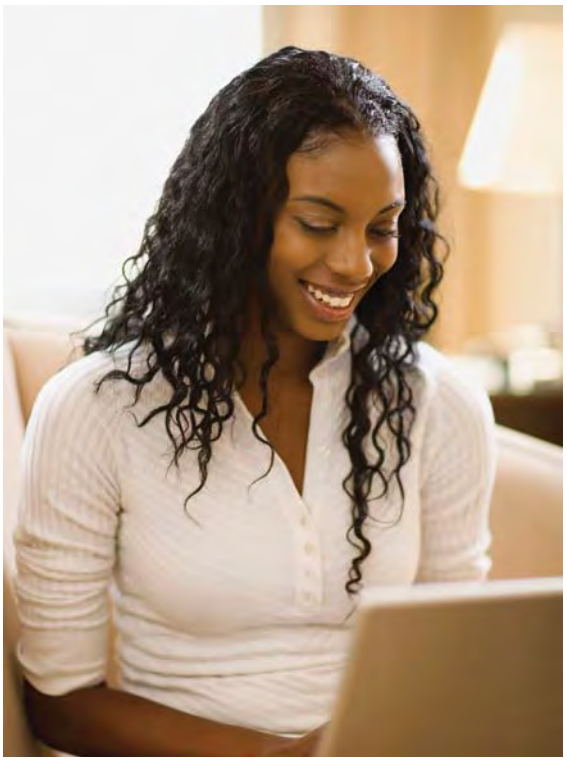
Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Hardware and Networking Basics

Certificate of Completion in Hardware and Networking Basics

The Certificate of Completion (CCL) in Hardware and Networking Basics program is designed to prepare students with the skills necessary for entry-level positions in computer maintenance. Courses focus on training the student in computer setup, maintenance, and troubleshooting, as well as local area networks (LANs). Courses also prepare students for the CompTia A+ and Network+ Certification Exams.



CIPS Code: 11.1006

Admission Criteria:

This program is offered through a grant. Qualification for and acceptance as a grant participant is required for admission to the program.

Required Courses: 13

BPC170*	Computer Maintenance: A+ Exam Prep Level I	3
BPC270*	Computer Maintenance: A+ Exam Prep Level II	3
CIS105	Survey of Computer Information Systems SUN CIS1120	3
CIS121AE	Windows Operating System: Level I	1
CIS190*	Introduction to Local Area Networks	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Hardware and Networking Basics (13 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Information Technology Entrepreneurship

Certificate of Completion in Information Technology Entrepreneurship

The Certificate of Completion (CCL) in Information Technology Entrepreneurship program is designed to prepare students with the foundation to be an entrepreneur in a technology-based business. The courses focus on business planning, including opportunity analysis, research, marketing, financing, venture capital, resources, and technology needs.



CIPS Code: 52.0703

Admission Criteria:

Experience or course completion in information technology or permission of Department/Division Chair, Program Director, or designee.

Required Courses: 6

EPS150	Introduction to Entrepreneurship	3
EPS180	Technology Business Planning	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Information Technology Entrepreneurship (6 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Law Enforcement Technology

Certificate of Completion in Law Enforcement Technology Academy

The Certificate of Completion (CCL) in Law Enforcement Technology Academy is a closed program designed to provide participants with up-to-date industry specific training for the law enforcement professional. Courses are designed to teach participants how to handle the challenges in the field of law enforcement.

CIPS Code: 43.0107

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Permission of Department or Division.

Required Courses: 39

LET100*	Introduction to Law Enforcement Technology	1
LET102*	Criminal Investigation	4
LET106	Patrol Procedures	2
LET109	Criminal Law	2
LET111*	Tactical Driving	2
LET119*	Community Relations	1
LET125	Legal Aspects of Law Enforcement	2
LET127	Field Problems	2
LET143*	Physical Conditioning and Wellness	3
LET145*	Arrest/Defense Tactics	5
LET150*	Firearms I	3
LET151*	Firearms II	2
LET156	First Aid	2
LET190*	Human Communications and Relations	1
LET202	Traffic Procedures	2
LET203	Report Writing	2
LET211	Criminalistics	2
LET223	Search and Seizure	1

Certificate of Completion in Law Enforcement Technology

The Certificate of Completion (CCL) in Law Enforcement Technology program is designed as a preparatory certificate to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. This certificate does not lead to AZ Peace Officer certification.

CIPS Code: 43.0107

Required Courses: 39

LET106	Patrol Procedures	2
LET109	Criminal Law	2
LET110	Fundamentals of Law Enforcement	3
LET125	Legal Aspects of Law Enforcement	2
LET127	Field Problems	2
LET146	Officer Survival	1
LET158	Fundamentals of First Aid Care for Law Enforcement	2
LET202	Traffic Procedures	2
LET203	Report Writing	2
LET211	Criminalistics	2
LET223	Search and Seizure	1
LET224	Crime Scene Investigations	4
LET282	Police Roles and Responsibilities	4
LET284	Professionalism Within Policing	4
LET285BA	Current Issues in Law Enforcement Technology	2
LET286	Modern Policing Strategies	4

** Indicates course has a Prerequisite and/or Corequisite.*

Law Enforcement Technology

Associate in Applied Science in Law Enforcement Technology

The Associate in Applied Science (AAS) in Law Enforcement Technology program is designed to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. In addition, a Certificate of Completion (CCL) in Law Enforcement Technology Academy and a Certificate of Completion in Law Enforcement Technology are also available.

CIPS Code: 43.0107

Required Courses: 39

Certificate of Completion in Law Enforcement Technology Academy (39)

OR

Certificate of Completion in Law Enforcement Technology (39) 39

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

ENG101* First-Year Composition SUN# ENG1101 (3)

AND

ENG102* First-Year Composition SUN# ENG1102 (3) **OR**

ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**

COM230 Small Group Communication SUN# COM2271 (3)

Critical Reading 3

CRE101* College Critical Reading (3) **OR**

CRE111* Critical Reading for Business and Industry (3)

Mathematics 3

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate of Completion in Law Enforcement Field Training

The Certificate of Completion (CCL) in Law Enforcement Field Training program is designed to provide law enforcement officers with up-to-date industry-specific training that will enhance their professional opportunities. Courses will provide students with opportunities for practical application of skills in the areas of traffic stops, field interviews, arrests, and bookings. Procedures for investigations and interrogations in addition to effective report writing and field communication skills will also be covered.

CIPS Code: 43.0107

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 17

LET279AA*	Field Training: Phase I	4
LET279AB*	Field Training: Phase II	4
LET279AC*	Field Training: Phase III	5
LET279AD*	Field Training: Phase IV	4

** Indicates course has a Prerequisite and/or Corequisite.*

Law Enforcement Technology

Certificate of Completion in Public Safety Technology

The Certificate of Completion (CCL) in Public Safety Technology program is designed to provide participants with up-to-date industry-specific training that will enhance their professional opportunities. In addition, it is designed to provide the metropolitan Phoenix area with a staff of law enforcement professionals capable of handling the challenges of their profession.

CIPS Code: 43.0107

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Must be a law enforcement officer and have departmental approval.

Required Courses: 14

LET152*	Tactical Weapons	2
LET179*	Traffic Enforcement Procedures	2
LET183*	Traffic Offenses	2
LET188*	Vehicle Inspection	3
LET250*	DUI Detection	2
LET260*	Traffic Accident Investigation	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Law Enforcement Technology Academy (39 credits)
- Law Enforcement Technology (39 credits)
- Law Enforcement Field Training (17 credits)
- Public Safety Technology (14 credits)

Associate in Applied Science in:

- Law Enforcement Technology (64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

Opportunities for Educational Training for Current Law Enforcement Professionals

Since 1990, Rio Salado College has partnered with various metropolitan Phoenix police agencies and training academies to provide Arizona's law enforcement professionals with the finest and most comprehensive educational training opportunities available. Rio Salado currently offers a Certificate of Completion in Law Enforcement Technology, which leads to an Associate in Applied Science in Law Enforcement Technology. This certificate is designed to provide law enforcement officers with the knowledge to enhance their professional skills, earn promotions, widen their career choices, and meet the challenges of their duties and responsibilities.

Rio Salado also offers a Certificate of Completion in Public Safety Technology and a Certificate of Completion in Law Enforcement Field Training. These certificates are designed to further enhance the skills and knowledge acquired in the basic law enforcement academy.

In addition to the Certificate of Completion, Rio Salado offers courses for in-service training such as Investigator Training, Search Warrant preparation, and General Instructor.

For more information, call **480-517-8461** or visit our website at: **www.riosalado.edu/let/**

** Indicates course has a Prerequisite and/or Corequisite.*

Public Administration: Legal Services

Certificate of Completion in Public Administration: Legal Services

The Certificate of Completion (CCL) in Public Administration: Legal Services program is designed to provide students with the training needed for employment in the legal divisions of government agencies. Topics covered in the curriculum include the criminal justice system, court case assignments, criminal charging documentation, document security, and ethical issues. An emphasis is placed on effective oral and written communication, interpersonal relationship skills, and time management skills as well as computer usage.

CIPS Code: 22.0301

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission

Required Courses: 16

BPC103AK	Using Word: Level I	0.5
BPC103BK*	Using Word: Level II	0.5
BPC104AD	Using Excel: Level I	0.5
BPC104BD*	Using Excel: Level II	0.5
BPC106AH	MS Outlook: Level I	0.5
BPC107AH	Using Access: Level I	0.5
BPC/OAS111AA	Computer Keyboarding I	1
BPC/OAS111AB*	Computer Keyboarding II	1
CIS118AB	Powerpoint: Level I	1
CIS118BB*	Powerpoint: Level II	1
PAD102	Legal Services: Office Essential Skills	2
PAD103	Legal Services: Office Career Preparation	2
PAD110	Criminal Charging Administration	3
PAD112	Court Record Administration	2



Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Public Administration: Legal Services
(16 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service is designed to provide students with training to meet the requirements for employment in non-sales areas. The courses will be offered in Customer Service, Teamwork, Communication skills (both written and oral) and Professional Development.

CIPS Code: 52.0411

Required Courses: 13-14

COM110	Interpersonal Communication SUN# COM1100	3
GBS175	Professional Development	3
TQM101	Quality Customer Service	3
TQM105*	Writing for Quality Results (2)	
	OR	
GBS233*	Business Communication (3)	2-3
TQM230	Teamwork Dynamics	2

Restricted Electives: 3

BPCxxx	Any BPC Business-Personal Computer course	3
COM263	Elements of Intercultural Communication	3
MGT172	Organizations, Paradigms, and Change	1
SOC212	Gender and Society	3
TQM200	Leadership for Front-Line Employees	2
TQM205	Managing Diversity	2

Associate in Applied Science in Quality Customer Service

The Associate in Applied Science (AAS) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment. Courses will be offered in Customer Service, Teamwork, Communication Skills (both written and oral), and Professional Development.

CIPS Code: 52.0411

Required Courses: 16-17

Certificate of Completion in Quality Customer Service	16-17

Restricted Electives: 22-23

Students will choose one of the following for a total of 22-23 credits.

Students must choose 22-23 industry/job specific course credits and have them approved by the department chair, or choose 22-23 industry/job specific course credits from the list of Restricted Electives. These industry/job specific credits must include a minimum of 9 credits with a common subject.

AIRxxx	Any AIR Airline Operations course.
BTOxxx	Any BTO Business Technology for the Office course.
COVxxx	Any COV Covey course.
CSIxxx	Any CSI Credit Services Industry course.
CSRxxx	Any CSR Customer Service Representative course.
GBSxxx	Any GBS General Business course.
HSAxxx	Any HSA Human Services Administration course.
MGTxxx	Any MGT Management course.
PADxxx	Any PAD Public Administration course
PGRxxx	Any PGR Professional Growth course.
PHTxxx	Any PHT Pharmacy Technology course.
PRMxxx	Any PRM Property Management course.
SBSxxx	Any SBS Small Business Management course.
TLTxxx	Any TLT Telecommunications Technology course.
TQMxxx	Any TQM Total Quality Management course.
TVLxxx	Any TVL Travel Agent Technology course.
UCSxxx	Any UCS Utilities Customer Service course.

OR

Students must choose one of the following Certificates of Completion for a total of 22-23 credits.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Human Services - Assistance: Public Assistance Eligibility

The Certificate of Completion (CCL) in Human Services - Assistance: Public Assistance Eligibility program is designed to provide students with the knowledge and skills to meet basic job requirements in federal and state assistance programs. The courses will cover interviewing techniques, referrals, case management, and eligibility determinations issues in medical, nutrition, and cash assistance.

CIPS Code: 52.0207

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 16

HSA113	Family Assistance Computer System Overview	2
HSA116*	Nutrition Assistance Determination	3
HSA118*	Medical Assistance Determination	3
HSA127*	Family Assistance Procedures	2
HSA128*	Cash Assistance Determination	2
HSA129*	Cash Assistance Procedures	2
HSA226*	Cash Assistance Advanced Determination	2

Students must also choose 6-7 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Human Services - Specialist: Customer Service

The Certificate of Completion (CCL) in Human Services-Specialist: Customer Service is designed to provide students with the knowledge and skills to meet basic job requirements in federal and state assistance programs. Courses will cover case management techniques, job evaluations, dispute resolutions, and grievance procedures.

CIPS Code: 44.0000

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 13

BPC/OAS119*	Basic Data Entry Activities	1
HSA160	Employment Assistance Administration I	3
HSA162*	Employment Assistance Administration II	3
HSA163*	Employment Assistance Administration Lab I	3
HSA164*	Employment Assistance Administration Lab II	3

Students must also choose 9-10 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Human Services - Unemployment Insurance: Customer Service

The Certificate of Completion (CCL) in Human Services-Unemployment Insurance: Customer Service is designed to provide students with the knowledge and skills to meet basic job requirements in unemployment insurance programs. The courses will cover interviewing techniques, documentation and eligibility determinations in addition to chargeability, adjudication, and advanced eligibility issues.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

HSA119	Unemployment Insurance Customer Service I	3
HSA121*	Unemployment Insurance Customer Service II	2
HSA122*	Unemployment Insurance Claims Taking	2
HSA124*	Unemployment Insurance Adjudication I	2
HSA126*	Unemployment Insurance Adjudication II	2

Students must also choose 11-12 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Automobile Insurance: Customer Service

The Certificate of Completion (CCL) in Automobile Insurance: Customer Service is designed to provide students with the training required for employment in the automobile insurance industry. Courses cover eligibility guidelines, rating factors, policy rates and quotes, policy coverage adjustment, underwriting procedures and contract stipulations. Additional topics include computer usage, customer service skills and the responsibilities of the automobile insurance member services representative.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12

CSR200	Automobile Representative Customer Services	3
CSR207	Automobile Policy Adjustment	3
CSR212	Automobile Insurance Operations I	3
CSR213*	Automobile Insurance Operations II	2
CSR214*	Automobile Insurance Operations Lab	1

Students must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Automobile Insurance Claims: Customer Service

The Certificate of Completion (CCL) in Automobile Insurance Claims: Customer Service program is designed to provide students with the training required for employment in the automobile insurance claims industry. Courses cover auto insurance claims, payments, damage appraisal and fault determination. Also includes loss reports and application of claims processing procedures.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

CSR232	Auto Insurance and Claims Overview	3
CSR233	Auto Damage Appraisal	3
CSR242	Auto Insurance Loss Reports	2
CSR243*	Auto Insurance Loss Reports Lab	2

Students must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Automobile Policy: Customer Service

The Certificate of Completion (CCL) in Automobile Policy: Customer Service program is designed to prepare students in the automobile insurance industry. The courses include insurance operation overview, account management techniques, policy cancellation, and reinstatement. The emphasis will be on customer service skills and policy endorsement knowledge.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 9

CSR247	Auto Insurance Policies	3
CSR248	Auto Insurance Procedures	3
CSR249	Auto Insurance Quotes and Accounting	3

Students must also choose 13-14 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Motor Vehicle: Customer Service

The Certificate of Completion (CCL) in Motor Vehicle: Customer Service is designed to provide students with the training required for employment in the Arizona State Motor Vehicle Division. Courses will cover the use of a computerized account maintenance system, records administration, title and registration issues, documentation, and communication skills.

CIPS Code: 52.0207

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

CSR111	Motor Vehicle Customer Service	3
CSR112	Motor Vehicle Records Administration	3
CSR113	Motor Vehicle Title and Registration Administration	2
CSR115	Privilege Restriction Documentation	2
CSR124	Motor Vehicle Title Exchange	1

Students must also choose 11-12 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Utilities: Customer Service

The Certificate of Completion (CCL) in Utilities: Customer Service is designed to provide students with training to meet requirements for employment in the customer service area of the utilities industry. Courses focus on handling customer accounts, including processing new customer accounts, service orders, service plans, rates and payments.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 16

UCS101	Introduction to Billing	3
UCS108*	Account Services for Public Utilities	1
UCS110	Meter and Trouble Orders	2
UCS120	Payments, Credits and Rates	3
UCS130	Service Orders I	3
UCS135*	Service Orders II	2
UCS140*	Service Order Procedures	2

OR

Required Courses: 19

UCS105	Introduction to Public Utility	2
UCS122*	Public Utility Orders I	3
UCS124*	Public Utility Orders II	3
UCS126*	Public Utility Service Practices	2
UCS128*	Public Utility Processing	3
UCS132*	Advanced Public Utility Processing I	3
UCS134*	Advanced Public Utility Processing II	3

Student must also choose 3-7 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Bank Account Management: Customer Service

The Certificate of Completion (CCL) in Bank Account Management: Customer Service is designed to provide students with the training required for employment in the banking industry. Courses focus on the responsibilities of the banking member service representative, including account management, banking services, and banking products. The courses also cover effective customer service skills and the usage of computerized banking operating systems.

CIPS Code: 52.0803

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

CSI206*	Banking Member Service Representative	3
CSI207*	Banking Accounts and Products	3
CSI208*	Banking Account Management	3
CSI209*	Banking Account Management Lab	1

Student must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Credit Counseling: Customer Service

The Certificate of Completion (CCL) in Credit Counseling: Customer Service is designed to provide students with the training required for employment in the credit counseling industry. Courses will cover types of bankruptcies, types of credit and types of account liabilities as well as legal issues and laws governing the credit industry. The training will also focus on customer service, customer account evaluations and account maintenance.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12

CSI250	Customer Service for Credit Counselors	3
CSI251	Legal Issues in Credit Counseling	3
CSI255	Account Maintenance Procedures	3
CSI257	Credit Counseling Account Processes	3

OR

Required Courses: 12

CSI250	Customer Service for Credit Counselors	3
CSI251	Legal Issues in Credit Counseling	3
CSI252	Credit Counseling New Accounts	3
CSI258	Credit Counseling and Financial Management	3

Student must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

Certificate of Completion in Retail Pharmacy: Customer Service

The Certificate of Completion (CCL) in Retail Pharmacy: Customer Service program is designed to provide students with the training needed for employment in the retail pharmacy industry. Topics covered in the curriculum include pharmacy benefit plans, billing and payment processes, and account management procedures. An emphasis is placed on completing mail order pharmacy customer service procedures.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12

CSR139	Introduction to Retail Pharmacy Customer Care	3
CSR154*	Retail Pharmacy Billing and Payment	2
CSR155*	Retail Pharmacy Plans	3
CSR156*	Retail Pharmacy Procedures	2
CSR157*	Mail Order Pharmacy Procedures	2

Student must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Water Services: Customer Service

The Certificate of Completion (CCL) in Water Services: Customer Service program is designed to provide students with the training needed for employment in the water services irrigation industry. Topics covered in the curriculum include water rights, delivery systems and schedules in addition to water orders. An emphasis is placed on account management procedures as well as troubleshooting.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

UCS115	Introduction to Water Customer Services	2
UCS116*	Water Services Accounts I	2
UCS117*	Water Services Accounts II	2
UCS118*	Water Customer Services Procedures I	2
UCS119*	Water Customer Services Procedures II	2

Student must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Quality Customer Service

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101* First-Year Composition
SUN# ENG1101 (3) **OR**
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition
SUN# ENG1102 (3) **OR**
ENG108* First-Year Composition for ESL (3)
OR
ENG111* Technical and Professional Writing (3)

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3)

Critical Reading 0-3

CRE101* College Critical Reading (3) **OR**
CRE111* Critical Reading for Business and Industry (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Quality Customer Service (16-17 credits)
- Human Services - Assistance: Public Assistance Eligibility (16 credits)
- Human Services - Specialist: Customer Service (13 credits)
- Human Services - Unemployment Insurance: Customer Service (11 credits)
- Automobile Insurance: Customer Service (12 credits)
- Automobile Insurance Claims: Customer Service (10 credits)
- Automobile Policy: Customer Service (9 credits)
- Motor Vehicle: Customer Service (11 credits)
- Utilities: Customer Service (16-19 credits)
- Bank Account Management: Customer Service (10 credits)
- Credit Counseling: Customer Service (12 credits)
- Retail Pharmacy: Customer Service (12 credits)
- Water Services: Customer Service (10 credits)

Associate in Applied Science in:

- Quality Customer Service (61-64 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development and Community Re-Entry

The Certificate of Completion (CCL) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education.

CIPS Code: 30.9999

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

WFR110*	Re-Entry Skills: Personal Skill Development	3
WFR112*	Re-Entry Skills: Family Reunification	3
WFR114*	Re-Entry Skills: Social Skill Development	1
WFR116*	Re-Entry Skills: Substance Abuse Education	1
WFR118*	Re-Entry Skills: Job Readiness	3
WFR120*	Re-Entry Skills: Job Retention	2

Associate in Applied Science in Workforce Development and Community Re-Entry

The Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses in the program will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education. The program includes a Certificate of Completion (CCL) in Workforce Development and Community Re-Entry and an Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry, as well as various other Certificates of Completion in the areas of Carpentry, Graphic Arts, Automotive Technology, Horticulture, Landscape Technology, Furniture Construction/ Refinishing, and Electrical.

CIPS Code: 30.9999

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

Certificate of Completion in Workforce Development and Community Re-Entry	13

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Restricted Electives: 26-29

Students will choose one of the following for a total of 26-29 credits.

Students must choose 26-29 industry/job specific elective credits from the list of Restricted Electives below. These industry/job specific credits must include a minimum of 9 credits with a common prefix.

ABAxxx	Any ABA Arizona Builders Alliance course.
ABCxxx	Any ABC Associated Builders and Contractors course.
ACCxxx	Any ACC Accounting course.
ADAxxx	Any ADA Advertising Arts course.
AENxxx	Any AEN Alternative Energy course.
AGBxxx	Any AGB Agribusiness course.
AGLxxx	Any AGL Agricultural Landscape course.
AGSxxx	Any AGS Agricultural Science course.
APTxxx	Any APT Automotive Performance Technology course.
AUTxxx	Any AUT Automotive Technology course.
BLTxxx	Any BLT Building Safety and Construction Technology course.
BPCxxx	Any BPC Business-Personal Computers course.
CISxxx	Any CIS Computer Information Systems course.
CNSxxx	Any CNS Construction course.
CPDxxx	Any CPD Counseling and Personal Development course
ELAxxx	Any ELA Electrician: Apprenticeship course.
FONxxx	Any FON Food and Nutrition course.
GTCxxx	Any GTC General Technology course.
IECxxx	Any IEC Independent Electrical Contractors course.
INDxxx	Any IND Industry course.
RECxxx	Any REC Recreation course.
SUNxxx	Any SUN Sundtcorp course.
WLDxxx	Any WLD Welding Technology course.

OR

Students must choose one of the following Certificates of Completion for a total of 26-29 credits.

Certificate of Completion in Workforce Development: Carpentry Level I

The Certificate of Completion (CCL) in Workforce Development: Carpentry Level I is designed to prepare incarcerated persons with an introduction to the field of carpentry. Courses will cover basic carpentry skills as well as hand and power tools, blueprints and construction calculations. The program will also include courses focusing on floor systems, wall systems, and roof systems. A unique feature of this program is an internship component where incarcerated students have the opportunity to gain hands-on experience through the construction of products for the government, the construction industry, and the community.

CIPS Code: 46.0201

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 14

ABA120*	Carpentry Fundamentals	1
ABA121*	Floor and Wall Systems	2
ABC119*	Basic Safety	1
ABC120*	Basic Calculations for Construction	1.5
ABC121*	Introduction to Hand and Power Tools	1
ABC122*	Rigging Safety and Equipment	1
ABC123*	Introduction to Construction Drawings	0.5
ABC136*	Roof Systems	1
GTC107	Technical Mathematics I	3
CNS290AB*	Construction Internship	2

Students must also choose 12-15 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Carpentry Level II

The Certificate of Completion (CCL) in Workforce Development: Carpentry Level II is advanced training in the field of carpentry for the incarcerated person. Courses will cover construction estimations and site preparation procedures. Courses will also focus on concrete, drywall, wall finishing, and stair construction. Incarcerated students will receive additional hands-on experience through the construction of products for the government, the construction industry, and the community.

CIPS Code: 46.0201

Program Prerequisites: 14

Certificate of Completion in Workforce Development: Carpentry Level I	14

Required Courses: 13.5

ABC135*	Fundamentals of Concrete	1
ABC230*	Stair Construction	1
GTC121	Construction Estimating I	3
SUN104*	Site Preparation I	1
CNS290AC*	Construction Internship	3
	AND	
ABC231*	Exterior Wall Finishes	3
SUN207*	Metal Studs and Drywall	1.5
	OR	
GTC182	Building Construction Methods I	3
SUN208*	Construction Plans and Elevations	1.5

Students must also choose 0-1.5 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Electrical Level I

The Certificate of Completion (CCL) in Workforce Development: Electrical Level I is designed to prepare the incarcerated person with skills needed to work in the construction field upon release. Courses focus on basic electrical fundamentals as well as electrical equipment, blueprints, codes, and safety. A unique feature of this program allows incarcerated students to gain hands-on experience through the construction of electrical products for the government, the construction industry, and the community.

CIPS Code: 46.0302

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12

ABA102	Electrical Fundamentals	1
ABA103	Hand Bending of Electrical Conduit	0.5
ABA104*	Raceways, Boxes, Fittings, Anchors/Supports	1.5
ABC119*	Basic Safety	1
ABC120*	Basic Calculations for Construction	1.5
ABC121*	Introduction to Hand and Power Tools	1
ABC122*	Rigging Safety and Equipment	1
ABC123*	Introduction to Construction Drawings	0.5
ABC126*	Electrical Test Equipment	1
ABC142*	Alternating Current	1
CNS290AB*	Construction Internship	2

Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Electrical Level II

The Certificate of Completion (CCL) in Workforce Development: Electrical Level II is advanced training for the incarcerated person to prepare to work in the construction field upon release. Courses focus on basic electricity, electrical standards, and installation procedures. Incarcerated students gain additional hands-on experience through the construction of electrical products for the government, the construction industry, and the community.

CIPS Code: 46.0302

Program Prerequisites: 12

Certificate of Completion in Workforce Development: Electrical Level I	12

Required Courses: 14.5

ABA130*	Installation of Electric Services	1
ABA150*	Advanced Calculations for Electricians	1.5
ABC132*	Circuit Breakers and Fuses	1
ABC133*	Basic Lighting	1
ABC143*	Motors: Theory and Application	2
ABC144*	Grounding	1
BLT131	Applied Electric Codes	4
CNS290AC*	Construction Internship	3

Students must also choose 0-2.5 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Horticulture

The Certificate of Completion (CCL) in Workforce Development: Horticulture is designed to prepare the incarcerated person with skills needed to work in the field of horticulture upon release. Courses in the program focus on methods of controlling insects, weeds, and plant diseases as well as plant growth, and greenhouse management.

CIPS Code: 01.1103

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 14

AGS164	Plant Growth and Development	4
AGS183	Urban Plant Identification and Use	3
AGS186	Greenhouse Management and Construction	3
AGS268	Insect, Weed and Pest Control	4

Students must also choose 12-15 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Landscape Technology

The Certificate of Completion (CCL) in Workforce Development: Landscape Technology is advanced training for the incarcerated person to prepare to work in the landscaping field upon release, including skills to run an agribusiness. Courses continue to provide training in landscape design and management as well as irrigation and watering, plant identification, and lawn and turf procedures.

CIPS Code: 01.1103

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 16

AGB130	Establishing and Running an Agribusiness	3
AGL184	Landscape Drafting and Design I	2
AGS183	Urban Plant Identification and Use	3
AGS264	Irrigation and Water Management	3
AGS284	Lawn and Turf Care	3
REC132	Landscape Management	2

Students must also choose 10-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Automotive Technology Level I

The Certificate of Completion (CCL) in Workforce Development: Automotive Technology Level I is designed to prepare the incarcerated person with skills needed to work in the automotive technology field upon release. Courses focus on basic automotive service skills. Courses also cover automotive components, systems, theories, and testing procedures. Incarcerated students choose one of three areas as an emphasis: internal combustion engines, air conditioning, or braking systems.

CIPS Code: 47.0604

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

APT101	Automotive Service Operations	2
APT161	Auto Electrical/Electronic Systems I	4
AUT103BD*	Ignition Systems	1
AUT210AA*	Automotive Emission Systems	3
AUT101AA	Internal Combustion Engines Theory (3)	
	OR	
AUT107AA	Automotive Air Conditioning (3)	
	OR	
AUT109AA	Automotive Brake Systems (3)	3

Students must also choose 13-16 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Automotive Technology Level II

The Certificate of Completion (CCL) in Workforce Development: Automotive Technology Level II is an advanced automotive technology program designed to prepare the incarcerated person with skills needed to work in the automotive technology field upon release. Courses focus on automotive systems and malfunctions as well as procedures for diagnosis and repair.

CIPS Code: 47.0604

Program Prerequisites: 13

Certificate of Completion in Workforce Development: Automotive Technology Level I		13

Required Courses: 16

APT131	Automotive Power Trains	6
APT141	Alignment, Steering, and Suspension	6
APT262*	Auto Electrical/Electronic Systems II	4

OR

Required Courses: 16

APT181	Engine Performance and Diagnosis I	6
APT262*	Auto Electrical/Electronic Systems II	4
APT282*	Engine Performance and Diagnosis II	6

Certificate of Completion in Workforce Development: Furniture Construction/ Refinishing Level I

The Certificate of Completion (CCL) in Workforce Development: Furniture Construction/Refinishing Level I program is designed to prepare the incarcerated person with skills needed to work in the furniture construction/refinishing industry upon release. Courses focus on the design, construction, assembly, and finishing of furniture pieces. Topics also include types of wood, fasteners, hand and power woodworking tools as well as project planning.

CIPS Code: 48.0702

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12

GTC107	Technical Mathematics I	3
GTC127	Beginning Woodworking	3
GTC128*	Intermediate Woodworking	3
GTC130*	Furniture Construction I	3

Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Furniture Construction/ Refinishing Level II

The Certificate of Completion (CCL) in Workforce Development: Furniture Construction/Refinishing Level II program is an advanced program designed to prepare the incarcerated person with skills needed to work in the furniture construction/ refinishing industry upon release. Courses focus on cabinetmaking skills, upholstery skills, and various finishing techniques.

CIPS Code: 48.0702

Program Prerequisites: 12

Certificate of Completion in Workforce Development: Furniture Construction/ Refinishing Level I	12

Required Courses: 14

CRP214AD*	Cabinets and Tops	2
GTC131*	Furniture Construction II	3
GTC132	Wood Finishing	3
GTC144*	Introduction to Cabinetmaking	3
GTC145*	Advanced Cabinetmaking	3

Students must also choose 0-3 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Graphic Arts Level I

The Certificate of Completion (CCL) in Workforce Development: Graphic Arts Level I is designed to prepare the incarcerated person with skills needed to work in the field of graphic arts upon release. The courses will provide an introduction to the printing industry, including the printing of graphics and electronic publishing. Courses will also focus on the types of paper, printing techniques, and finishing, binding, and packaging styles, as well as offset press operations.

CIPS Code: 10.0301

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12

ADA114	Graphics Printing Processes	3
ADA175*	Electronic Publishing Design I	3
IND110	Introduction to the Printing Industry	1
IND111	Paper, Binding and Finishing Techniques	3
IND112	Lithographic Inks and Offset Press Operations	2

Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Graphic Arts Level II

The Certificate of Completion (CCL) in Workforce Development: Graphic Arts Level II is an advanced program designed to prepare the incarcerated person with skills needed to work in the graphic arts upon release. Courses focus on computer aided graphics, illustration, and photographic imaging. The training will also cover the production of print advertisements.

CIPS Code: 10.0301

Program Prerequisites: 12

Certificate of Completion in Workforce Development: Graphic Arts Level I	12

Required Courses: 15

ADA102	Advertising Production Methods	3
ADA177*	Computer-Photographic Imaging	3
ADA183*	Computer Aided Graphic Arts I	3
ADA283*	Computer Aided Graphic Arts II	3
ADA289*	Computer Illustration	3

Students must also choose 0-2 industry/job specific elective credits from the list of Restricted Electives.

** Indicates course has a Prerequisite and/or Corequisite.*

Workforce Development and Community Re-Entry

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

Any approved general education course in the First-Year Composition area.

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 3

Any approved general education course in the Critical Reading area.

Mathematics 3

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3

Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Workforce Development and Community Re-Entry (13 credits)
- Workforce Development: Carpentry Level I (14 credits)
- Workforce Development: Carpentry Level II (27.5 credits)
- Workforce Development: Electrical Level I (12 credits)
- Workforce Development: Electrical Level II (26.5 credits)
- Workforce Development: Horticulture (14 credits)
- Workforce Development: Landscape Technology (16 credits)
- Workforce Development: Automotive Technology Level I (13 credits)
- Workforce Development: Automotive Technology Level II (29 credits)
- Workforce Development: Furniture Construction Refinishing Level I (12 credits)
- Workforce Development: Furniture Construction/Refinishing Level II (26 credits)
- Workforce Development: Graphic Arts Level I (12 credits)
- Workforce Development: Graphic Arts Level II (27 credits)

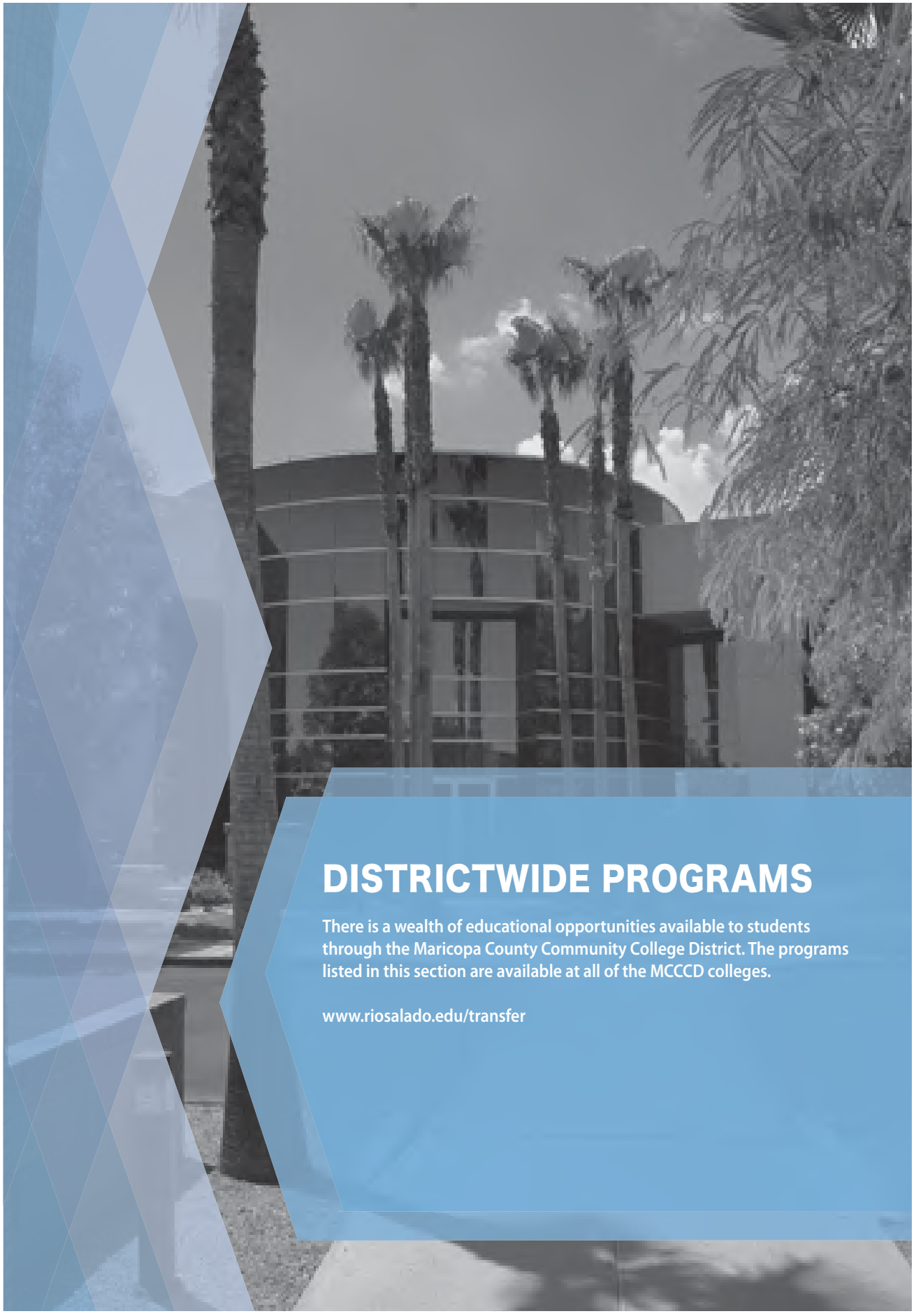
Associate in Applied Science in:

- Workforce Development and Community Re-Entry (64-67 credits)

Students must earn a grade of "C" or better for all courses required within the program.

Minimum GPA 2.00

** Indicates course has a Prerequisite and/or Corequisite.*



DISTRICTWIDE PROGRAMS

There is a wealth of educational opportunities available to students through the Maricopa County Community College District. The programs listed in this section are available at all of the MCCCD colleges.

www.riosalado.edu/transfer

DISTRICTWIDE PROGRAMS

Districtwide Programs

In This Section

- Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S
- Associate in Arts (AA) Degree
- Associate in Arts in Elementary Education (AAEE) Degree
- Associate in Arts, Fine Arts (AAFA) - Art Degree
- Associate in Arts, Fine Arts (AAFA) - Dance Degree
- Associate in Arts, Fine Arts (AAFA) - Theatre Degree
- Associate in Science (AS) Degree
- Associate in Business (ABus) Degree, General Requirements (GR)
- Associate in Business (ABus) Degree, Special Requirements (SR)
- Associate in General Studies (AGS) Degree
- Associate in Applied Science (AAS) Degree, General Education Requirements
- Academic Certificate
- General Graduation Requirements
- MCCCD General Education Statement
- Catalog Under Which a Student Graduates
- Transcripts for Transfer
- Districtwide Occupational Programs

Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

Description

The Maricopa County Community College District Arizona General Education Curriculum (MCCCD AGEC) is a 35-38 semester-credit general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. Generally, the MCCCD AGEC transfers as a block without loss of credit.

In most cases, all courses used to satisfy the MCCCD AGEC will apply to graduation requirements of the university major for which the AGEC was designed.

For students planning to pursue an associate degree or transfer to an Arizona public community college or university, the AGEC A is a component of the MCCCD Associate in Arts, the AGEC B is a component of the MCCCD Associate in Business, and the AGEC S is a component of the MCCCD Associate in Science.

Purpose of the AGECs

There are three types of MCCCD AGECs. They are the AGEC A, the AGEC B, and the AGEC S. Designed to articulate with different academic majors, their requirements vary accordingly. Additional information on academic majors at the Arizona public universities can be accessed via the following website: **www.aztransfer.com**

1. The **AGEC A** is designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with the Associate in Arts (e.g., social sciences, fine arts, humanities). AGEC A requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement. AGEC A Mathematics requirement is less stringent than the AGEC B and AGEC S. AGEC A and AGEC B Natural Sciences requirements are less stringent than AGEC S.
2. The **AGEC B** is designed to satisfy requirements in business majors that articulate with the Associate in Business. AGEC B requires a minimum of brief calculus to satisfy the Mathematics [MA] requirement.
3. The **AGEC S** is designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements. AGEC S articulates with the Associate in Science. AGEC S requires a minimum of the first course in a calculus sequence to satisfy the Mathematics [MA] requirement, and a minimum of eight credits of either university chemistry, university physics or general biology to satisfy the Natural Sciences [SQ/SG] requirement. In addition, students must select six to eight additional credits of math and/or science appropriate to the major.

Academic Policies that Govern the AGEC A, B, S

- Requires 35-38 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent; A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better; On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC;
- Uses tthe following policies to help students complete the required Core and Awareness Areas without exceeding the 35-38 semester credits
    1. Courses can satisfy a Core area and one or two Awareness areas simultaneously.
    2. A course cannot be used to satisfy more than one Core area requirement in the AGEC A and B.
    3. A course can be used to satisfy the L and SB or L and HU requirements simultaneously in the Core area for the AGEC S.
- Follows the general education policy below:

Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective fall 2000 the course evaluation and/or the general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for course evaluations and/or general education designations.

- Require courses that transfer as equivalent courses, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona CEG (Course Equivalency Guide). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript;
- Require that a minimum of 12 semester credits of course work be taken at any of the MCCCD colleges;
- Include both courses and their modular equivalents, either the course or the modular equivalents will satisfy the AGEC;
- Accept one of the courses that is cross-referenced with other courses;
- Provide for exemption from Arizona university admission requirements for: Students who complete the AGEC A, AGEC B, or AGEC S with a minimum 2.5 on a 4.0=A scale, or students who complete an associate or higher degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents.

AGEC Requirements

The 35-38 semester credits required for each of the three AGECs follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

The AGEC A, B, S, and AGEC Matrix identify the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply.

Credits

A. Core Areas: 35

1. First-Year Composition (FYC) 6

2. Literacy and Critical Inquiry [L] 0-3

AGEC A and AGEC B: Select a course that satisfies the [L] requirement (3).

AGEC S: Recommend selecting a course that satisfies (L and SB) or (L and HU), or (L and COM), or (L and CRE101) requirements simultaneously.

3. Mathematical Studies [MA/CS] 4-6

The Mathematics [MA] requirement differs for AGEC A, AGEC B, and AGEC S.

To complete the Mathematical Studies requirement for AGEC A and AGEC B, select one course to satisfy Mathematics [MA] and a second course from Computer/Statistics/Quantitative Applications [CS].

AGEC S does not require the [CS] area.

AGEC A requires:

a. Mathematics [MA] (3 credits) **AND**

((Requires a course in college mathematics (MAT142) or college algebra (MAT150, MAT151, MAT152) or pre-calculus (MAT187) or any other mathematics course designated with the MA general education value and for which college algebra is a prerequisite.)

b. Computer/Statistics/Quantitative Applications [CS] (3 credits)

AGEC B requires:

a. Mathematics [MA] (3 credits) **AND**

(Requires a course in brief calculus (MAT212) or a higher level mathematics course (MAT220, or MAT221 or any course for which these courses are prerequisites.)

b. Computer/Statistics/Quantitative Applications [CS] (3 credits)

CIS105 Survey of Computer Information Systems

Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

AGEC S requires:

a. Mathematics [MA] (4 credits) **AND**

(Requires a calculus course (MAT220 or MAT221) OR any mathematics course for which MAT220 or MAT221 are prerequisites.)

4. Humanities, Arts and Design [HU] 6

AGEC A and AGEC B: Students are encouraged to choose courses from more than one discipline for a total of six semester credits.

AGEC S: Recommend selecting a course that satisfies both (L and HU) requirements simultaneously.

5. Social-Behavioral Sciences [SB] 6

AGEC A and AGEC B: Students are encouraged to choose courses from more than one discipline for a total of six semester credits.

AGEC S: Recommend selecting a course that satisfies (L and SB) requirements simultaneously.

6. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement:

AGEC A and AGEC B require four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

The Natural Sciences requirement differs for AGEC S. AGEC S requires eight (8) semester credits of either university chemistry or eight (8) semester credits of university physics or eight (8) semester credits of general biology appropriate to the major.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

7. Subject Options (Subject based on major) (AGEC S) 6-8

Students completing AGEC S, through careful selection of courses that meet the other major or prerequisite requirements for Science degrees, will meet this requirement.

Using a transfer guide, select Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

B. Awareness Areas:

Students must satisfy two Awareness areas: Cultural Diversity in United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five to thirty-eight semester credits to complete any of the three MCCCD AGECs because courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

1. Cultural Diversity in the United States [C]

   AND

2. Global Awareness [G] **OR**
3. Historical Awareness [H]

AGEC Area Requirements Descriptions/ Definitions

Core Areas

First-Year Composition [FYC]

Courses must be completed with a grade of "C" or better in the First-Year Composition Core area. Courses must emphasize skills necessary for college-level learning and writing skills.

Literacy and Critical Inquiry [L]

Courses must be completed with a grade of "C" or better in the Literacy and Critical Inquiry Core area. In the [L] course, typically at the sophomore level, students gather, interpret, and evaluate evidence and express their findings in writing or speech. This course includes a series of graded written or spoken formal assignments.

Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

For AGEC S, students will select a course that satisfies both Literacy and Social-Behavioral Sciences or Literacy and Humanities, Arts and Design requirements simultaneously.

Literacy is defined broadly as communicative competence in written and oral discourse; critical inquiry is defined as the gathering, interpreting, and evaluating of evidence. Building on the proficiency attained in traditional First-Year Composition courses, the Literacy and Critical Inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Mathematical Studies [MA]

Courses must be completed with a grade of "C" or better in the Mathematical Studies Core Area. One course must be selected from Mathematics [MA]. In AGEC A and AGEC B, a second course must be selected from Computer/Statistics/Quantitative Applications [CS].

The Mathematical Studies requirement is intended to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers make mathematical analysis more powerful and efficient.

First, the acquisition of essential skill in basic mathematics requires the student to complete a course in college algebra or to demonstrate a higher level of skill by completing a course for which college algebra is a prerequisite.

Second, the real-world application of mathematical reasoning requires the student to take a course in statistics or the use of quantitative analysis to solve problems of substance.

Third, the use of the computer to assist in serious analytical work is required. Computers are widely used to study the implications of social decisions or to model physical systems.

- **Mathematics [MA] AGEC A**

  The AGEC A Mathematics Core area requires a course in college mathematics, college algebra, pre-calculus, or any other mathematics course for which college algebra is a prerequisite.

- **Mathematics [MA] AGEC B**

  The AGEC B Mathematics Core area requires a course in Brief Calculus or a higher level mathematics course.

- **Mathematics [MA] AGEC S**

  The AGEC S Mathematics Core area requires the first course in the calculus sequence or any mathematics course for which that course is a prerequisite.

Computer/Statistics/Quantitative Applications [CS]

AGEC A, B [CS] requires: courses that emphasize the use of statistics or other mathematical methods in the interpretation of data and in describing and understanding quantitative relationships, courses that involve the use of computer programming languages or software in the development of skills in analytical thinking.

AGEC B specifies CIS105 as the course that meets the [CS] requirement.

Humanities, Arts and Design [HU]

Courses must be completed with a grade of "C" or better in the Humanities, Arts and Design Core area. Students are encouraged to choose coursework from more than one discipline. The Humanities, Arts and Design Core area enables students to broaden and deepen their consideration of basic human values and their interpretation of the experiences of human beings.

The humanities are concerned with questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and questions of moral, aesthetic, and other human values. The humanities investigate these questions in both the present and the past and make use of philosophy, foreign languages, linguistics and communications studies, religious studies, literature, and fine arts.

The fine arts constitute the artist's creative deliberation about reality, meaning, knowledge, and values.

Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

Social-Behavioral Sciences [SB]

Courses must be completed with a grade of "C" or better in the Social-Behavioral Sciences Core area. Students are encouraged to choose course work from more than one discipline.

The Social-Behavioral Sciences Core area provides scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological, or social. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a world of diminishing economic, linguistic, military, political, and social distance.

Natural Sciences [SQ/SG]

Courses must be completed with a grade of "C" or better in the Natural Sciences Core area.

Courses in the Natural Sciences Core area help the student to develop an appreciation of the scope and limitations of scientific capability to contribute to the quality of society. This Core area emphasizes knowledge of methods of scientific inquiry and mastery of basic scientific principles and concepts, in particular those that relate to matter and energy in living and non-living systems. Firsthand exposure to scientific phenomena in the laboratory is important in developing and understanding the concepts, principles, and vocabulary of science. At least one of the two laboratory courses required in the Natural Sciences Core area must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SQ] A & B

The AGEC A and B Natural Sciences Core area requires one laboratory course in natural sciences that includes a substantial introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SG] A & B

The AGEC A and B Natural Sciences Core area requires a second laboratory course in the natural sciences, for example, from anthropology, astronomy, biology, chemistry, experimental psychology, geology, microbiology, physical anthropology, physical geography, physics, plant biology.

Natural Sciences S

The AGEC S Natural Sciences Core area requires eight semester credits of either university chemistry or eight semester credits of university physics or eight semester credits of general biology appropriate to the major.

SQ = Natural Science-Quantitative
SG = Natural Science-General

Subject Options (for AGEC S)

Courses in the Subject Options area help the student to be prepared for specific majors in science.

Students completing AGEC S, through careful selection of courses that meet the other major or prerequisite requirements for Science degree, will meet this requirement. Using a transfer guide, courses would be selected from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, and Zoology.

Awareness Areas

Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness. Courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

Cultural Diversity in the United States [C]

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. U.S. history involves the experiences not only of different groups of European immigrants and their descendants, but also of diverse groups of American Indians, Hispanic Americans, African Americans and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view one. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present, and future and can help to foster greater mutual understanding and respect.

Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

The objective of the Cultural Diversity area requirement is to promote awareness of and appreciation for cultural diversity within the contemporary United States. This is accomplished through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the United States, or exploration of successful or unsuccessful interactions between and among cultural groups.

Global Awareness [G]

Human organizations and relationships have evolved from being family and village centered to the modern global interdependence that is apparent in many disciplines--for example, contemporary art, business, engineering, music, and the natural and social sciences. Many serious local and national problems are world issues that require solutions which exhibit mutuality and reciprocity. These problems occur in a wide variety of activities, such as food supply, ecology, health care delivery, language planning, information exchange, economic and social developments, law, technology transfer, and even philosophy and the arts. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. The Global Awareness Area includes courses that recognize the nature of other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

Courses that satisfy the global awareness option in the requirements are of one or more of the following types:

1. Area studies that are concerned with an examination of culture-specific elements of a region of the world;
2. The study of a non-English language;
3. Studies of international relationships, particularly those in which cultural change is facilitated by such factors as social and economic development, education, and the transfer of technology; and
4. Studies of cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology.

Historical Awareness [H]

The Historical Awareness Area option in the requirements aims to develop a knowledge of the past that can be useful in shaping the present and future. Because historical forces and traditions have created modern life and lie just beneath its surface, historical awareness is an aid in the analysis of present-day problems. Also, because the historical past is a source of social and national identity, historical study can produce intercultural understanding by tracing cultural differences to their origins. Even the remote past may have instructive analogies for the present.

The Historical Awareness Area consists of courses that are historical in method and content. In this area, the term "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence.

The requirement presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. History is present in the languages, art, music, literature, philosophy, religion, and the natural sciences, as well as in the social science traditionally called history.

For more information regarding each of the three AGEC requirements, please view specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

Associate in Arts (AA) Degree

Description

The Maricopa County Community College District Associate in Arts degree requires 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:

Arizona General Education Curriculum for Arts (AGEC-A)

MCCCD Additional Requirements

II. General Electives

Purpose of the Degree

The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

In most cases, courses used to satisfy the MCCCD Associate in Arts will apply to university graduation requirements of the university major for which the Associate in Arts is designed. Information regarding the articulation of the Associate in Arts with majors at the Arizona public universities can be accessed via the following website: **www.aztransfer.com**

Academic Policies that Govern the Associate in Arts Degree

- Completion of the Associate in Arts and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

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- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts Degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. ***For appropriate course selection, students should consult with an advisor.***

Degree Requirements

The 60-64 semester credits required for the Associate in Arts follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

The AGEC A, B, S, and AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas: 35

a. First-Year Composition [FYC] 6

b. Literacy and Critical Inquiry [L] 3

c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)

Note: Requires a course in college mathematics (MAT142) or college algebra (MAT150, MAT151, MAT152) or precalculus (MAT187) or any other mathematics course designated with the MA general education value and for which college algebra is a prerequisite.

AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six (6) semester credits.

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six (6) semester credits.

f. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

Associate in Arts (AA) Degree

2. Awareness Areas:

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]

3. MCCCD Additional Requirements 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. Oral Communication

A total of three (3) semester credits are required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

COM100 [SB] (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110 [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits) **OR**

COM225 [L] (3 credits) **OR**

COM230 [SB] (3 credits)

b. Critical Reading

A total of three (3) semester credits are required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

CRE101 [L] **OR**

equivalent as indicated by assessment

II. General Electives

Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AA, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: **www.aztransfer.com/**

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Arts degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

Associate in Arts Total Credits: 60-64

Associate in Arts in Elementary Education (AAEE) Degree

Description

The MCCCD Associate in Arts in Elementary Education (AAEE) requires the student to complete a total of 60-63 semester credits in the program of study. The degree has two major components:

I. MCCCD General Education

Arizona General Education Curriculum for Arts (AGEC-A)

Additional MCCCD Requirements

II. Elementary Education Requirements

Education Foundations

Restricted Electives

Purpose of the Degree

The AAEE is designed for the student who plans to transfer to an Elementary Education, Early Childhood, Multicultural/Multilingual, or Special Education program at an Arizona public higher education institution and/or who plans to become a classroom instructional aide.

Generally, the degree transfers as a block without loss of credit to Arizona's public universities. In most cases, courses applied to the MCCCD Associate in Arts in Elementary Education also apply to graduation requirements of the university major for which the AAEE was designed.

Academic Policies that Govern the Associate in Arts Elementary Education Degree

- Completion of the Associate in Arts and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area.
  - Courses can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously.
  - A course cannot satisfy both the Elementary Education Requirement and a Core Area Requirement simultaneously.
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded

Associate in Arts in Elementary Education (AAEE) Degree

credit on the transcript. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC A or the Associate in Arts Elementary Education degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts in Elementary Education requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. ***For appropriate course selection, students should consult with an advisor.***

Degree Requirements

I. MCCCD General Education Requirements — Credits

MCCCD AGEC - A

1. Core Areas — 35-38

a. First-Year Composition [FYC] — 6

ENG101/102 **OR**
ENG107/108

b. Mathematics Studies [MA] and Computer/Statistics/Quantitative Applications [CS] — 6

1) MAT142 [MA] College Mathematics, or higher

(NOTE: MAT256, 257, 182, and 206 are excluded)

AND

2) CIS105 [CS] Survey of Computer Information Systems,

OR

BPC110 [CS] Computer Usage and Applications

c. Literacy and Critical Inquiry [L] — 3

Select the following:

COM225 Public Speaking

d. Humanities, Arts and Design [HU] — 6

1) Select (3) semester credits from the following courses:

ARH100	Introduction to Art
ARH101	Prehistoric through Gothic Art
ARH102	Renaissance through Contemporary Art
DAH100	Introduction to Dance
DAH201	World Dance Studies
MHL140	Survey of Music History
MHL143	Music in World Cultures
THE111	Introduction to Theatre

AND

Associate in Arts in Elementary Education (AAEE) Degree

2) Select 3 semester credits from the following courses:

EDU/ENH291 Children's Literature
ENH110 Introduction to Literature
ENH241 American Literature Before 1860
ENH242 American Literature After 1860
HUM250 or HUM251 Ideas and Values in the Humanities

e. Social-Behavioral Sciences [SB] 6

1) Select 3 semester credits from the following courses:

GCU/POS227 United States and Arizona Social Studies
HIS103 United States History to 1865
POS110 American National Government

AND

2) Select 3 semester credits from the following courses:

CFS205 Human Development
ECH/CFS176 Child Development
ECN211 Macroeconomic Principles
ECN212 Microeconomic Principles
GCU121 World Geography I: Eastern Hemisphere
GCU122 World Geography II: Western Hemisphere
HIS104 United States History 1865 to Present
PSY101 Introduction to Psychology

f. Natural Sciences–Science-Quantitative [SQ] and Science-General [SG] 8

To complete the Natural Sciences requirement, select a total of 8 semester credits from the following categories. At least 4 credits must be SQ courses. You can select 4 semester credits of SG and 4 semester credits of SQ for a total of 8 semester credits. Natural Sciences courses must include or be accompanied by the corresponding laboratory course. When the lecture and corresponding laboratory are awarded separate credit, both will be counted as equivalent to one course in that discipline.



1) Life Sciences - Select 4 semester credits of SQ or SG from BIO

AND

2) Physical Sciences or Earth/Space Sciences- Select 4 semester credits of SQ or SG credits from the following prefixes:

AGS Agricultural Science
ASM Anthropology
AST Astronomy
CHM Chemistry
GPH Physical Geography
GLG Geology
PHS Physical Science
PHY Physics

Note: Students are advised to check with the university they plan to attend as requirements for lab sciences may vary.

g. Awareness Areas 0

The MCCCD AAEE requires coursework in two Awareness Areas:

Cultural Diversity in the U.S. [C]

AND

Historical Awareness [H] **OR**

Global Awareness [G]

Courses can satisfy a Core Area Requirement and one or more Awareness Areas, or can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness Areas.

Associate in Arts in Elementary Education (AAEE) Degree

2. MCCCD Additional Requirements 0-3

a. Oral Communication

Satisfied by COM225 taken for Literacy and Critical Inquiry Requirement

b. Critical Reading

CRE101 **OR**

exemption by testing

II. Elementary Education Requirements 25

A total of 25 semester credits are required to satisfy the Elementary Education Requirements.

A. Education Foundations 20

Complete the following courses to satisfy the Education Foundations requirements:

EDU220	Introduction to Serving English Language Learners (ELL)
EDU221	Introduction to Education
EDU222	Introduction to the Exceptional Learner
EDU230	Cultural Diversity in Education
MAT256	Investigating Quantity: Number, Operations and Numeration Systems
MAT257	Investigating Geometry, Probability and Statistics

B. Restricted Electives 5

A total of 5 semester credits are required to satisfy the Restricted Electives.

Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Content Area Electives

Select 5 credits from the following:

Any ARH, ART, BPC, CIS, ECN, ENG, ENH, GCU, GPH, HIS, MHL, MTC, POS, THE, THF, THP **prefixed course(s)**

Any EDU **prefixed course(s)** (except EDU250)

Any MAT (courses numbered higher than 142 except MAT256, and MAT257)

Any Foreign Language course(s)

Any Natural Science course(s)

AAA/CPD115	Creating College Success
CFS/ECH176	Child Development
CFS205	Human Development
EED215	Early Learning: Heath, Safety, Nutrition and Fitness

Note: The following courses meet the state teacher certification requirement for United States and Arizona Constitutions:

United States—HIS103, POS110, POS220, POS222, or GCU/POS227

Arizona—POS220, POS221, or GCU/POS227

AAEE Total Credits: 60-63

Associate in Arts, Fine Arts (AAFA)- Art Degree

Description

The Maricopa County Community College District Associate in Arts, Fine Arts - Art degree requires a minimum of 63 semester credits for the program of study. The degree includes the following components:

I. General Education:

Arizona General Education Curriculum for Arts (AGEC-A)

MCCCD Additional Requirements

II. Fine Arts Requirements – Art

Purpose of the Degree

The Associate in Arts, Fine Arts - Art degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Art degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: **www.aztransfer.com**

Academic Policies that Govern the Associate in Arts, Fine Arts – Art Degree

- Completion of the Associate in Arts, Fine Arts - Art degree and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Art degree.
- A minimum of 63 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

Associate in Arts, Fine Arts (AAFA)- Art Degree

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine - Arts Degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts – Art requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. ***For appropriate course selection, students should consult with an advisor.***

Degree Requirements

The 63 semester credits required for the Associate in Arts, Fine Arts - Art degree follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas 35

a. First-Year Composition [FYC] 6

b. Literacy and Critical Inquiry [L] 3

c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)

Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.

AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select the following:

		Credits
ARH101	Prehistoric Through Gothic Art	3

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.

Associate in Arts, Fine Arts (AAFA)- Art Degree

Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas 0

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]

MCCCD Additional Requirements 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. Oral Communication 3

A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

COM100 [SB] (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110 [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits) **OR**

COM225 [L] (3 credits) **OR**

COM230 [SB] (3 credits)

b. Critical Reading 3

A total of three (3) semester credits are required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.

Select from the following options to complete 3 credits:

CRE101 (3 credits)

OR

equivalent as indicated by assessment

II. Fine Arts Requirements – Art 28

A minimum of 28 credits are required to satisfy the Fine Arts Requirements – Art.

Foundations 16

Select the following:

		Credits
ADA/ART112	Two-Dimensional Design	3
ADA/ART115	Three-Dimensional Design	3
ARH102	Renaissance Through Contemporary Art	3
ART111	Drawing I	3
ART113	Color	3
ART255AB	The Portfolio	1

Restricted Electives 12

Select from the following options to complete a minimum of twelve semester credits:

ART116	Life Drawing I	3
ART122	Drawing and Composition II	3
ART131	Photography I	3
ART151	Sculpture I	3
ART161	Ceramics I	3
ART165	Watercolor Painting I	3
ART167	Painting I	3
ART250	Introduction to Printmaking	3

Associate in Arts, Fine Arts – Art Total Credits: 63

Associate in Arts, Fine Arts (AAFA) - Dance Degree

Description

The Maricopa County Community College District Associate in Arts, Fine Arts - Dance degree requires a minimum of 64 semester credits for the program of study. The degree includes the following components:

I. General Education:

Arizona General Education Curriculum for Arts (AGEC-A)

MCCCD Additional Requirements

II. Fine Arts Requirements – Dance

Purpose of the Degree

The Associate in Arts, Fine Arts - Dance degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Dance degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website:

www.aztransfer.com

Academic Policies that Govern the Associate in Arts, Fine Arts - Dance Degree

- Completion of the Associate in Arts, Fine Arts -Dance degree and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Dance degree.
- A minimum of 64 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

Associate in Arts, Fine Arts (AAFA) - Dance Degree

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts-Dance Degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Dance requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. ***For appropriate course selection, students should consult with an advisor.***

Degree Requirements

The 64 semester credits required for the Associate in Arts, Fine Arts - Dance degree follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas 35

a. First-Year Composition [FYC] 6

b. Literacy and Critical Inquiry [L] 3

c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)

Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.

AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select from the following options to complete three credits:

		Credits
DAH100	Introduction to Dance	3
DAH201	World Dance Studies	3

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

Associate in Arts, Fine Arts (AAFA) - Dance Degree

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

Select from the following options to complete four credits:

		Credits
BIO160	Introduction to Human Anatomy and Physiology	4
BIO201	Human Anatomy and Physiology I	4

2. Awareness Areas 0

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]

MCCCD Additional Requirements 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. Oral Communication: 3

A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

COM100 [SB] (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110 [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits) **OR**

COM225 [L] (3 credits) **OR**

COM230 [SB] (3 credits)

b. Critical Reading 3

A total of three (3) semester credits are required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

Select from the following options to complete 3 credits:

CRE101 [L] (3 credits) **OR**

equivalent as indicated by assessment

II. Fine Arts Requirements – Dance 29

A minimum of 29 credits are required to satisfy the Fine Arts Requirements – Dance.

Part I: 12

Select the following:

		Credits
DAN150	Dance Performance I	1
DAN210	Dance Production I	3
DAN221	Rhythmic Awareness I	3
DAN264	Choreography I	3
DAN280	Dance Practicum	2

Associate in Arts, Fine Arts (AAFA) - Dance Degree

Part II: 9

Select from the following options to complete a minimum of nine semester credits. Students must attain Level III competency in ballet and modern dance courses:

		Credits
DAN131	Ballet I (1)	1-2
DAN134	Ballet II (1)	1-2
DAN231	Ballet III (1)	1-2
DAN231AA	Ballet III: Intensive (2)	2-4
DAN234	Ballet IV (1)	1-2
DAN234AA	Ballet IV: Intensive (2)	2-4
DAN237	Ballet Pointe I	1
DAN132	Modern Dance I (1)	1-2
DAN135	Modern Dance II (1)	1-2
DAN232	Modern Dance III (1)	1-2
DAN232AA	Modern Dance III: Intensive (2)	2-4
DAN235	Modern Dance IV (1)	1-2
DAN235AA	Modern Dance IV: Intensive (2)	2-4
DAN133	Jazz Dance I	1
DAN136	Jazz Dance II	1
DAN233	Jazz Dance III	1
DAN233AA	Jazz Dance III: Intensive	2
DAN236	Jazz Dance IV	1
DAN236AA	Jazz Dance IV: Intensive	2
DAN290++	Dance Conservatory I (any module)	1-3
DAN291++	Dance Conservatory II (any module)	1-3
DAN292++	Dance Conservatory III (any module)	1-3

Part III: Restricted Electives 0-3

Students can choose to complete a combination of up to three credits in Part III and the remaining credits in Part IV; or students can opt to complete all Elective credits in Part IV. No more than three credits may be selected from the following DAN prefixed courses:

		Credits
DAN102++	Hip Hop (any module)	1
DAN202++	Hip Hop (any module)	1
DAN103++	Break Dancing (any module)	1
DAN203++	Break Dancing (any module)	1
DAN104++	Ballroom (any module)	1
DAN204++	Ballroom (any module)	1
DAN105++	Swing (any module)	1
DAN205++	Swing (any module)	1
DAN106++	Latin (any module)	1
DAN206++	Latin (any module)	1
DAN107++	Country (any module)	1
DAN207++	Country (any module)	1
DAN108++	Tango (any module)	1
DAN208++	Tango (any module)	1
DAN115++	Contemporary Dance (any module)	1
DAN120++	World Dance (any module)	1
DAN125++	Social Dance (any module)	1
DAN129	Musical Theatre Dance I	1
DAN130	Musical Theatre Dance II	1
DAN229	Musical Theatre Dance III	1
DAN230	Musical Theatre Dance IV	1
DAN133	Jazz Dance I	1
DAN136	Jazz Dance II	1
DAN233	Jazz Dance III	1
DAN233AA	Jazz Dance III: Intensive	2
DAN236	Jazz Dance IV	1
DAN236AA	Jazz Dance IV: Intensive	2
DAN140	Tap Dance I	1
DAN141	Dance Workshop	1
DAN145	Tap Dance II	1
DAN146	Tap Dance Ensemble	1
DAN240	Tap Dance III	1
DAN245	Tap Dance IV	1
DAN150	Dance Performance I	1
DAN155	Dance Performance II	1
DAN250	Dance Performance III	1
DAN255	Dance Performance IV	1
DAN164	Improvisation	1
DAN131	Ballet I	1
DAN134	Ballet II	1
DAN231	Ballet III	1
DAN231AA	Ballet III: Intensive (2)	2-4
DAN234	Ballet IV	1
DAN234AA	Ballet IV: Intensive (2)	2-4
DAN237	Ballet Pointe I	1
DAN132	Modern Dance I	1
DAN135	Modern Dance II	1
DAN232	Modern Dance III (1)	1-2
DAN232AA	Modern Dance III: Intensive	2
DAN235	Modern Dance IV (1)	1-2
DAN235AA	Modern Dance IV: Intensive	2

Associate in Arts, Fine Arts (AAFA) - Dance Degree

DAN290++	Dance Conservatory I (any module)	1-3
DAN291++	Dance Conservatory II (any module)	1-3
DAN292++	Dance Conservatory III (any module)	1-3
*DAN298++	Special Projects (any module)	1-3

Part IV: Restricted Electives: Dance Theory Electives 6-9

DAH classes cannot be used as both a Humanities core requirement and as a Dance Theory Elective (Part IV).

		Credits
DAH100	Introduction to Dance	3
DAH110	Dance in Film	3
DAH190	Discovering Dance Careers	1
DAH201	World Dance Studies	3
DAH210	History of Ballet and Modern Dance	3
DAH250	Dance in Popular Culture	3
DAH255	Hip Hop Arts, Aesthetic and Culture	3
DAN138	Dance Seminar I	1
DAN170	Dance Kinesiology	3
DAN201++	Special Topics: Dance (any module)	1-3
DAN211	Dance Production II	3
DAN222	Rhythmic Awareness II	3
DAN238	Dance Seminar II	1
DAN241	Dance Notation I	3
DAN265	Choreography II	3
DAN272	Dance Technology	3
DAN275	Choreography for Film and Video	3
DAN282++	Service-Learning Experience in Dance (any module)	1-3
DAN293	Teaching Dance in Elementary Education	3
DAN294	Teaching Dance in Secondary Education	3
DAN295	Teaching and Management of Studio Dance	3
*DAN296++	Cooperative Education (any module)	1-4
*DAN298++	Special Projects (any module)	1-3



**Selection of DAN296 or 298 courses to satisfy degree requirements should be done in consultation with a program advisor or faculty member as Special Projects courses do not currently transfer to any of the three Arizona state public universities.*

Associate in Arts, Fine Arts – Dance
Total Credits: 64

Associate in Arts, Fine Arts (AAFA) - Theatre Degree

Description

The Maricopa County Community College District Associate in Arts, Fine Arts - Theatre degree requires a minimum of 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:

Arizona General Education Curriculum for Arts (AGEC-A)

MCCCD Additional Requirements

II. Fine Arts Requirements – Theatre

Purpose of the Degree

The Associate in Arts, Fine Arts - Theatre degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Theatre may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: **www.aztransfer.com**

Academic Policies that Govern the Associate in Arts, Fine Arts - Theatre Degree

- Completion of the Associate in Arts, Fine Arts - Theatre and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Theatre degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.
- General EEducation Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.

Associate in Arts, Fine Arts (AAFA) - Theatre Degree

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.
- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts - Theatre Degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Theatre requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. ***For appropriate course selection, students should consult with an advisor.***

Degree Requirements

The 60-64 semester credits required for the Associate in Arts, Fine Arts -Theatre follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas 35

a. First-Year Composition [FYC] 6

b. Literacy and Critical Inquiry [L] 3

Select the following:

THE220	Modern Drama	3

c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)

   Select a course in college mathematics or college algebra or precalculus or any other mathematics course for which college algebra is a prerequisite.

   AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

Associate in Arts, Fine Arts (AAFA) - Theatre Degree

d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select the following:

HUM/THF205 Introduction to Cinema 3

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas 0

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]



MCCCD Additional Requirements 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. Oral Communication 0-3

A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

COM100 [SB] (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110 [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits) **OR**

COM225 [L] (3 credits) **OR**

COM230 [SB] (3 credits)

Associate in Arts, Fine Arts (AAFA) - Theatre Degree

b. Critical Reading 0-3

A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.

Select from the following options to complete 3 credits.

CRE101 [L] (3 credits) **OR**

equivalent as indicated by assessment

II. Fine Arts Requirements – Theatre 25-29

A minimum of 25 credits are required to satisfy the Fine Arts Requirements – Theatre.

Foundations 16-17

Select the following:

THE111	Introduction to Theatre	3
THP112	Acting I	3
THF115	Makeup for Stage and Screen	3
THP201AA	Theatre Production I **OR**	1
THP201AB	Theatre Production II	2
THP213	Introduction to Technical Theatre	3
THP217	Introduction to Design Scenography	3

Restricted Electives 9-12

Students may take a variety of courses, or they may choose to emphasize a particular aspect of theatre, such as acting, technical theatre, cinema, theatre education, directing, movement, musical theatre, etc. Students should consult with their campus theatre advisor for the restricted electives recommended to attain each area of emphasis.

Select from the following options to complete a minimum of 9 semester credits:

HUM/THE206	Introduction to Television Arts	3
HUM/THF210	Contemporary Cinema	3
THE118	Playwriting	3
THF120AA	Audition Techniques for Stage and Screen: Prepared Monologue	1
THF120AB	Audition Techniques for Stage and Screen: Cold Readings	1
THF209	Acting for the Camera	3
THF219	Advanced Acting for the Camera	3
THP130	Stage Combat	3
THP131	Stage Movement	3
THP151	Theatre for Youth	3
THP211	Creative Drama	3
THP212	Acting II	3
THP214	Directing Techniques	3
THP216	Beginning Stage Lighting	3
THP219	Introduction to Puppetry	3
THP226	Theatrical Design: Costuming	3
THP/COM241	Oral Interpretation of Literature	3
THP262	Entertainment Industry Design Drafting	3
THP267	Painting Techniques for Film, TV and Theatre	3
THP268	Opportunities in Production	3
THP269	Technical Theatre Portfolio Development	1
THP/MUP270	Musical Theatre Workshop	2
THP/COM271	Voice and Diction	3
THP281	Production and Acting I	3
THP298AA-AC	Special Projects	1-3

Associate in Arts, Fine Arts - Theatre Total Credits: 60-64

Associate in Science (AS) Degree

Description

The Maricopa County Community College District Associate in Science degree requires 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:

Arizona General Education Curriculum for Science (AGEC-S)

MCCCD Additional Requirements

II. General Electives

Purpose of the Degree

The Associate in Science degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors with more stringent mathematics and mathematics-based science requirements. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

In most cases, courses used to satisfy the MCCCD Associate in Science will apply to university graduation requirements of the university major for which the Associate in Science is designed. Information regarding the articulation of the Associate in Science with majors at the Arizona public universities can be accessed via the following website: **www.aztransfer.com**

Academic Policies that Govern the Associate in Science Degree

- Completion of the Associate in Science and the AGEC-S provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Science degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-S may be completed in 36-38 semester credits with the following stipulations.
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement in the AGEC A and B.
  - A course can be used to satisfy the L and SB or L and HU requirements simultaneously in the Core area for the AGEC S.
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-S Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.

Associate in Science (AS) Degree

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-S requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.
- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-S or Associate in Science Degree.
- Courses and their modular equivalents will satisfy AGEC-S and Associate in Science requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. ***For appropriate course selection, students should consult with an advisor.***

Degree Requirements

The 60-64 semester credits required for the Associate in Science follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation** by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-S and MCCCD Additional Requirements.

MCCCD AGEC-S

1. Core Areas 36-38

a. First-Year Composition [FYC] 6

b. Literacy and Critical Inquiry [L] 0-3

Recommend selecting a course that satisfies L (Literacy and Critical Inquiry) and SB (Social-Behavioral Sciences) OR L (Literacy and Critical Inquiry) and HU (Humanities, Arts and Design) or L (Literacy and Critical Inquiry) and COM or L (Literacy and Critical Inquiry) and CRE101 requirements simultaneously.

c. Mathematical Studies [MA] 4

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] S.

1) Mathematics [MA] S (4 credits)

Select a calculus course MAT220 or MAT221, OR any mathematics course for which MAT220 or MAT221 is a prerequisite.

d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select a course that satisfies both L and HU requirements simultaneously

Associate in Science (AS) Degree

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select a course that satisfies both L and SB requirements simultaneously

f. Natural Sciences 8

To complete the Natural Sciences requirement:

Select eight (8) semester credits of either general chemistry CHM151 & CHM151LL, and CHM152 & CHM152LL

OR

Eight (8) semester credits of university physics PHY115 & PHY116, or PHY121 & PHY131

OR

Eight (8) semester credits of general biology, BIO181 and BIO182 appropriate to the major.

g. Subject Options (subject based on major) 6-8

Students completing AGEC S, through careful selection of courses that meet the other major or prerequisite requirements for Science degree, will meet this requirement. Using a transfer guide, select courses from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

2. Awareness Areas

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-six to thirty-eight semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]

3. MCCCD Additional Requirements 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-six to thirty-eight semester credits required in order to complete the MCCCD Additional Requirements.

a. Oral Communication

A total of three (3) semester credits are required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

COM100 [SB] (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110 [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits) **OR**

COM225 [L] (3 credits) **OR**

COM230 [SB] (3 credits)

Associate in Science (AS) Degree



b. Critical Reading

A total of three (3) semester credits are required for the Critical Reading area. If students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

CRE101 [L]

OR

equivalent as indicated by assessment

II. General Electives

Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AS, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: **www.aztransfer.com**

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Science degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

Associate in Science Total Credits: 60-64

Associate in Business (ABus) Degree, General Requirements (GR)

Description

The Maricopa County Community College District Associate in Business General Requirements (ABus GR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCD General Education, which includes Arizona General Education Curriculum for Business (AGEC-B),

II. Common Lower Division Program Requirements,

III. General Electives.

Purpose of the Degree

The ABus GR degree is designed for students who plan to transfer to Arizona's public universities into majors that articulate with the Associate in Business General Requirements pathway and for students who plan to complete lower division course work toward a baccalaureate program at other degree granting institutions. All business majors except Computer Information Systems should follow the ABus GR pathway. Computer Information Systems majors should follow the Associate in Business Special Requirements pathway.

Generally, , the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCD Associate in Business General Requirements will apply to university graduation requirements of the university major for which the ABus GR was designed.

Academic Policies that Govern the Associate in Business General Requirements Degree:

- Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits
    - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
    - A course cannot be used to satisfy more than one Core Area requirement.
- Uses the following policies to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits:
- Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements)
- Follows the general education policy below:

Associate in Business (ABus) Degree, General Requirements (GR)

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

- Requires courses that transfer as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript.
- Follows the graduation policies within the general catalog
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Business General Requirements
- Accepts one of the courses that is cross-referenced with other courses
- Providesfor exemption from Arizona university admission requirements for students who complete the ABus GR degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents.

Degree Requirements

The 62-63 semester credits required for the Associate in Business General Requirements follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation**.

- Click on the AGEC link
- Select Maricopa Community College District or any of the Maricopa Community Colleges
- Click on the appropriate AGEC A, B, S, or AGEC Matrix

The lists identify the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education — Credits

MCCCD AGEC B

1. Core Areas: 35

a. First-Year Composition [FYC] 6

b. Literacy and Critical Inquiry [L] 3

c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement select one course to satisfy Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] B (3 credits)

MAT212, Brief Calculus, or a higher level mathematics course

AND

2) Computers/Statistics/Quantitative Applications [CS] (3 credits).

CIS105 [CS] Survey of Computer Information Systems.

Associate in Business (ABus) Degree, General Requirements (GR)



d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement:

Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

Note: Students transferring to ASU in Accountancy should take two of the following courses in meeting the general education requirements: a transfer course in Sociology; Psychology; COM230 or COM225. If students do not take these prior to transfer, they may need to take additional hours to meet ASU graduation requirements.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]

II. Common Lower Division Program Requirements 27

A total of 27-28 credits are required to satisfy the Common Lower Division Program Requirements. However, if students select courses that simultaneously satisfy multiple areas of the degree, then the number of semester credits required for Common Lower Division Program Requirements is reduced. Additional semester credits may be required in General Electives to complete the minimum 62-63 total program semester credits.

Associate in Business (ABus) Degree, General Requirements (GR)

Complete the following:

Accounting: **6**

ACC111	Accounting Principles I
	AND
ACC230	Uses of Accounting Information I
	AND
ACC240	Uses of Accounting Information II
	OR
*ACC211	Financial Accounting
	AND
ACC212	Managerial Accounting

*MCCCD ACC111 and ACC112 together are equivalent to ACC211.

ECN211 [SB]	Macroeconomic Principles	**3**
ECN212 [SB]	Microeconomic Principles	**3**
GBS205	Legal, Ethical, Regulatory Issues in Business	**3**
GBS221 [CS]	Business Statistics	**3**

Quantitative Methods: **3**

GBS220	Quantitative Methods in Business
	OR
*MAT217	Mathematical Analysis for Business
	OR
*MAT218	Mathematical Analysis for Business

*Students planning to attend ASU W.P. Carey will be required to take MAT217 or MAT218.

Business Electives: **6**

Select from the following options:

CIS114DE	Excel Spreadsheet
CIS133DA	Internet/Web Development Level I
CIS162AD	C#: Level I
GBS151	Introduction to Business
GBS233 [L]	Business Communication
**GBS220	Quantitative Methods in Business
GBS110	Human Relations in Business and Industry
	OR
MGT251	Human Relations in Business
IBS101	Introduction to International Business
MGT253	Owning and Operating a Small Business
REA179	Real Estate Principles I
REA180	Real Estate Principles II
MKT271	Principles of Marketing
PAD100	21st Century Public Policy and Service
SBU200	Society and Business

**If course used to satisfy Common Lower Division Program Requirements, it cannot be used to satisfy Business Electives.

III. General Electives

Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas.

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree ***For appropriate course selection, students should consult with an advisor.***

ABus GR Degree Total Credits: 62-63

Associate in Business (ABus) Degree, Special Requirements (SR)

Description

The Maricopa County Community College District Associate in Business, Special Requirements (ABus SR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCD General Education which includes the Arizona General Education Curriculum for Business (AGEC B),

II. Common Lower Division Program Requirements,

III. General Electives.

Purpose of the Degree

The ABus SR degree is designed for Computer Information Systems majors who plan to transfer to Arizona's public universities and for students who plan to complete lower division course work toward a baccalaureate program at other degree granting institutions. The Associate in Business General Requirements (ABus GR) is designed for all other business majors. Additional information on academic majors at the Arizona public universities can be accessed via the following web site:
www.aztransfer.com/

Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCD Associate in Business Special Requirements may apply to university graduation requirements of the university major for which the ABus SR was designed.

Academic Policies that Govern the Associate in Business Special Requirements Degree

- Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits.
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement.
- Uses the following policy to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits.

  Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements).
- Follows the general education policy below:

General Education Designations (example: [FYC], [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation, as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for course evaluations and/or general education designations.

Associate in Business (ABus) Degree, Special Requirements (SR)

- Requires courses that transfer as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona Course Equivalency Guide (CEG). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Business Special Requirements.
- Accepts one of the courses that is cross-referenced with other courses.
- Provides for exemption from Arizona university admission requirements for students who complete the ABus SR degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents.

Degree Requirements

The 62-63 semester credits required for the Associate in Business Special Requirements follow. View specific course information via the following website: **https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation**

- Click on the AGEC link
- Select Maricopa Community College District or any of the Maricopa Community Colleges
- Click on the appropriate AGEC A, B, S, or AGEC Matrix

The lists identify the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education	Credits
MCCCD AGEC B	
1. Core Areas:	**35**
a. First-Year Composition [FYC]	**6**
b. Literacy and Critical Inquiry [L]	**3**
c. Mathematical Studies [MA/CS]	**6**

To complete the Mathematical Studies requirement select one course to satisfy the Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] B (3 credits)

   MAT212, Brief Calculus, or a higher level mathematics course

   AND

2) Computer/Statistics/Quantitative Applications [CS]

   CIS105 [CS] Survey of Computer Information Systems.

d. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8

To complete the Natural Sciences requirement:

Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ].

Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

Associate in Business (ABus) Degree, Special Requirements (SR)

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H].

However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] **OR**

Historical Awareness [H]

II. Common Lower Division Program Requirements: 27

A total of 27-28 credits are required for the Common Lower Division Program Requirements. Common courses meeting general education areas are noted with the general education designations encased in brackets.

Complete the following:

Accounting: 6

ACC111	Accounting Principles I **AND**	
ACC230	Uses of Accounting Information I **AND**	
ACC240	Uses of Accounting Information II	
OR		
*ACC211	Financial Accounting **AND**	
ACC212	Managerial Accounting	6

*MCCCD ACC111 and ACC112 together are equivalent to ACC211.

Programming I: 3

CIS162AD	C#: Level I	

Programming II: 3

CIS250	Management Information Systems	
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS221 [CS]	Business Statistics	3
ECN211 [SB]	Macroeconomic Principles	3
ECN212 [SB]	Microeconomic Principles	3

Quantitative Methods: 3

GBS220	Quantitative Methods in Business **OR**	
*MAT217	Mathematical Analysis for Business **OR**	
*MAT218	Mathematical Analysis for Business	

*Students planning to attend ASU W.P. Carey will be required to take MAT217 or MAT218.

III. General Electives 0-6

Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits for the program. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas.

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

ABus SR Total Credits: 62-63

Associate in General Studies (AGS) Degree

Description

The Maricopa County Community College District Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to choose any elective courses numbered 100 or above to complete the degree. Therefore, this degree may be less appropriate for students who intend to transfer to a baccalaureate-granting institution.

Students who demonstrate skills comparable to those in Critical Reading and/or Mathematics and/or Computer Usage may substitute acceptable elective courses to satisfy the total credits required for the degree.

Academic Policies That Govern the Associate in General Studies Degree:

- Requires a minimum of 60 semester credits in courses numbered 100 and above.
- AGS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring.
- Requires grades as listed for specific areas such as the General Education Core where a minimum grade of "C" is required. Courses applied to other areas may be completed with a minimum grade of "D".
- Uses the following policies for course(s) satisfying multiple program areas:
  1. A course can simultaneously satisfy one Core area and one Distribution area. Courses that meet this criterion are **bold** print and underscored in the Core areas and Distribution areas.
  2. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area.
  3. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents; either the course or the modular equivalents will satisfy the Associate in General Studies.
- Accepts one of the courses that is cross-referenced with other courses.

Degree Requirements

General Education Core

(16 credits - grade of "C" or better)

First-Year Composition (6 credits)

ENG English [101/107] & [102/108]

Oral Communication (3 credits)

COM Communication **100/100AA & 100AB & 100AC/110/110AA &110AB & 110AC/225/230**

Critical Reading (3 credits)

CRE Critical Reading **101**/Equivalent as indicated by assessment

Mathematics (3 credits)

MAT Mathematics112/120/121/122/122AA/122AB/122AC/126/140/141/142/150/151/151AA/151AB/151AC/151AD/152/156/172/182/187/206/212/213/220/221/230/231/240/241/261/262/276/277/ Equivalent course/Satisfactory completion of a higher level Mathematics course.

Computer Usage (1 credit)

Computer-related course or demonstration of comparable computer skills. Additional courses may be approved by individual colleges. Students should contact their advisor for college-specific courses satisfying the requirement.

ACC Accounting 115
ADA Advertising Arts 169/170/170AA/170AB/173/173AA/173AB/173AC/175/175AA/175AB/177/177AA/177AB/any 180 modules/183/183AA/183AB/183AC/283/283AA/283AB/283AC/289/289AA/289AB/289AC
AJS Administration of Justice Studies 205
AMS Automated Manufacturing System 150
ARC Architecture 243/244/245
ART Art 100/169/170/170AA/170AB/173/173AA/173AB/173AC/175/175AA/175AB/177/177AA/177AB/179/179AA/179AB/any 180 module/183/183AA/183AB/183AC/283/283AA/283AB/283AC/289/289AA/289AB/289AC
BIO Biology 283
BPC Business-Personal Computers Any BPC course(s)
CFS Child/Family Studies 180

Associate in General Studies (AGS) Degree

CIS	Computer Information Systems Any CIS Course(s) (except 159, 162, 162AC, 169, 183AA, 217AM, 259, 262)
CSC	Computer Science Any CSC Course(s) (except 200, 200AA, 200AB, 210, 210AA, 210AB)
CTR	Court Reporting 101/102
DFT	Drafting Technology 105AA/ 251/ 254AA/256AA
ECH	Early Childhood Education 238
EEE	Electrical Engineering 120
ELE	Electronic 131/181/241/243/245/281
ELT	Electronic Technology 131/241/243
ENG	English 100AE
FON	Food & Nutrition 100
GBS	General Business 221
GPH	Physical Geography 220
HRM	Hotel Restaurant Management 126
JAS	Justice & Government Agencies Admin 225
JRN	Journalism 133
LAS	Paralegal Studies 229
MAT	Mathematics 206
MET	Manufacturing Technology 264
MTC	Music Theory/Composition 180/191
NET	Networking Technology 181
OAS	Office Automation Systems 111AA/ 111AB/113/119/130DK
PSY	Psychology 230
SBS	Small Business 211
SWU	Social Work 225
TVL	Travel Agent Technology 203
VPT	Video Production Technology 106

General Education Distribution Areas (28-29 Credits)

Humanities, Arts and Design (9 credits)

Students are encouraged to choose courses from more than one discipline.

AHU	Arabic Humanities 245
AIS	American Indian Studies 213
AJS	Administration of Justice Studies 123
ARH	Art Humanities Any ARH Course(s)
ASB	Anthropology 211/214/220/222/223/253
CCS	Chicana and Chicano Studies 101
CNS	Construction 101
COM	Communication 241
DAH	Dance Humanities 100/201/250
EDU	Education 291/292/294
ENG	English 200/213/218
ENH	English Humanities Any ENH Course(s) (except 250)
FRE	French 265



HCR	Health Care Related 210
HIS	History 101/102/103/108/111/113/114/ 203/212/251/252/275
HUM	Humanities Any HUM course(s) (except 120, 203, 207, 225)
INT	Interior Design 115/120/225
LAT	Latin 201/202
MHL	Music: History/Literature 140/143/145/ 146/153/155/194/241/242/295
PHI	Philosophy Any PHI Course(s)
REL	Religious Studies Any REL Course(s)
SLC	Studies in Language & Culture 201
SPA	Spanish 241/242/265/266
SPH	Spanish Humanities 241, 245
SSH	Sustainability/Social Sciences and Humanities 111
STO	Storytelling 292/294
THE	Theater 111/206/220
THF	Theatre and Film 205/210
THP	Theater/Performance/Production 241
WST	Women's Studies 209/284/285/290

Social-Behavioral Sciences (9 credits)

Students are encouraged to choose courses from more than one discipline.

AFR	African American Studies 202
AIS	American Indian Studies 101/140/141/160
AJS	Administration of Justice Studies 101/**119**/200/225/258/259/270
ASB	Anthropology 100/102/202/211/222/223/ 226/230/235/252
ASM	Anthropology 104/275
CFS	Child/Family Studies 112/157/159/176/ 205/235/259
COM	Communication **100/100AA&100AB& 100AC/110/110AA&110AB&110AC/** 163/**230**/250/263
ECH	Early Childhood Education 176
ECN	Economics Any ECN Course(s)
EDU	Education 221/222

Associate in General Studies (AGS) Degree

EED	Early Education 200/205/222
EMT	Emergency Medical Technology 258
ENG	English 213
FOR	Forensic Science 275
FSC	Fire Science Technology 258
FUS	Future Studies 101
GCU	Cultural Geography 102/121/122/141/221/227
HES	Health Science 100
HIS	History any HIS Course(s) (except 111, 170, 251, 252. 253, 254)
HON	Honors 201
IBS	International Business 109
MCO	Mass Communications 120
PAD	Public Administration 200
POS	Political Science Any POS course(s)
PSY	Psychology101/123/132/156/157/215/218/225/235/240/241/243/250/260/266/277/280/292
REC	Recreation 120
SBU	Society and Business 200
SLC	Studies in Language & Culture 201
SOC	Sociology Any SOC course(s) (except 143, 157, 215, 245, 253, 265, 270)
SSH	Sustainability/Social Sciences and Humanities 111
SWU	Social Work 102/171/250/258/292
WED	Wellness Education 110
WST	Women's Studies 100/161
YAQ	Yaqui Indian History and Culture 100

Natural Sciences (7-8 credits)

Two lecture courses and one corresponding laboratory course are to be selected. The lecture and corresponding laboratory course(s) may carry separate credit. For appropriate course selection students should consult with an advisor.

AGS	Agricultural Science 164
ASB	Anthropology 231
ASM	Anthropology 104/265
AST	Astronomy 101&102/106&107/111/112/113/114
BIO	Biology 100/101/102/105/107/108/109/111/145/149AF/149AH/149AK/149AL/149AM/149AN/156/160/181/182/201/202/205/241/245
CHM	Chemistry 107&107LL/130&130LL/130AA/150/150AA/151/151AA/151LL/152AA/152&152LL/154&154LL/230&230LL
ENV	Environmental Sciences 101
FON	Food and Nutrition 241&241LL
FOR	Forensic Science 105/106
GLG	Geology Any GLG course(s)
GPH	Physical Geography 111/112&113/211/212&214/213&215
PHS	Physical Science 110/120
PHY	Physics 101/101AA/111/111AA/112/115/116/121/131
PSY	Psychology 275/290AB/290AC

Literacy and Critical Inquiry (3 credits)

AIS	American Indian Studies 213
BIO	Biology 294
COM	Communication 222/**225**/241
CPD	Counseling and Personal Development 160
CRE	Critical Reading **101**
CUL	Culinary Arts 223
EDU	Education 282AC
ENG	English 111/200/215/216/217/218
ENH	English Humanities 254/255
EXS	Exercise Science 290
GBS	General Business 233
GPH	Physical Geography 267
HUM	Humanities 225/250/251
IFS	Information Studies 101
JRN	Journalism 201/215/234
MCO	Mass Communications 220
PHI	Philosophy 103/106/218
POS	Political Science 115
PSY	Psychology 290AB/290AC
REL	Religious Studies 203/205/207/210
THE	Theater 220
THP	Theater Performance/Production 241

Elective Courses (15-16 credits)

May select courses from prefixes already chosen for General Education Distribution requirements in order to develop depth in one or more subject areas.

Associate in Applied Science (AAS) Degree, General Education Requirements

Purpose of the Degree

The Maricopa County Community College District Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program presented in the college catalog. Students should consult this catalog to determine specific program requirements.

Academic Policies that Govern the AAS Degree:

- Requires 60 or more credits numbered 100 or above and includes credits or the equivalent in the

General Education Core areas and credits in the Distribution areas. AAS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring.

- Requires grades as listed for specific areas such as the General Education Core where a minimum grade of "C" is required. See specific AAS occupational degree for specific program grade requirements.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Applied Science requirements.
- Requires at least 12 semester credit hours earned at the college awarding the AAS degree. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded.

  Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.



A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of "C" or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.

Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

- Requires completion of General Education courses as indicated in the General Education Requirements for the Associate in Applied Science degree from the Maricopa County Community College District, or completion of a curriculum as stated in the catalog.
- Accepts one of the courses that is cross-referenced with other courses.

Associate in Applied Science (AAS) Degree, General Education Requirements

General Education Core

(15 credits - grade of "C" or better.)

Demonstrate college-level skills in the following areas:

First-Year Composition (6 credits)

ENG English [101/107] & [102/108/111]

Oral Communication (3 credits)

COM Communication 100/100AA & 100AB & 100AC/110/110AA & 110AB & 110AC/225/230

Critical Reading (3 credits)

CRE Critical Reading 101/111/Equivalent as indicated by assessment

Mathematics (3 credits)

MAT Mathematics103AA&103AB/112/120/121/122/122AA/122AB/122AC/126/140/141/142/150/151/151AA/151AB/151AC/151AD/152/156/172/182/187/206/212/213/220/221/230/231/240/241/261/262/276/277 equivalent course/Satisfactory completion of a higher level mathematics course

General Education Distribution Areas (9-10 credits)

Humanities, Arts and Design (2-3 credits)

Students are encouraged to choose courses from more than one discipline.

AHU Arabic Humanities 245
AIS American Indian Studies 213
AJS Administration of Justice Studies 123
ARH Art Humanities Any ARH Course(s)
ASB Anthropology 211/214/220/222/223/253
CCS Chicana and Chicano Studies 101
CNS Construction 101
COM Communication 241
DAH Dance Humanities 100/201/250
EDU Education 291/292/294
ENG English 200/213/218
ENH English Humanities Any ENH Course(s) (except 250)
FRE French 265
HCR Health Care Related 210
HIS History 101/102/103/108/111/113/114/203/212/251/252/275
HUM Humanities Any HUM course(s) (except 120, 203, 207, 225)
INT Interior Design 115/120/225
LAT Latin 201/202
MHL Music: History/Literature 140/143/145/146/153/155/194/241/242/295
PHI Philosophy Any PHI Course(s)
REL Religious Studies Any REL Course(s)
SLC Studies in Language & Culture 201
SPA Spanish 241/242/265/266
SPH Spanish Humanities 241/245
SSH Sustainability/Social Sciences and Humanities 111
STO Storytelling 292/294
THE Theater 111/205/206/210/220
THF Theatre and Film 205/210
THP Theater/Performance/Production 241
WST Women's Studies 209/284/285/290

Social-Behavioral Sciences (3 credits)

Students are encouraged to choose courses from more than one discipline.

AFR African American Studies 202
AIS American Indian Studies 101/140/141/160
AJS Administration of Justice Studies 101/200/225/258/259/270
ASB Anthropology 100/102/202/211/222/223/226/230/235/252
ASM Anthropology 104/275
CFS Child/Family Studies 112/157/159/176/205/235/259
COM Communications 100/100AA & 100AB & 100AC/110/110AA & 110AB & 110AC/163/230/250/263

Associate in Applied Science (AAS) Degree, General Education Requirements

ECH	Early Childhood Education 176
ECN	Economics Any ECN course(s)
EDU	Education 221/222
EED	Early Education 200/205/222
EMT	Emergency Medical Technology 258
ENG	English 213
FOR	Forensic Science 275
FSC	Fire Science 258
FUS	Future Studies 101
GCU	Cultural Geography 102/121/122/141/ 221/227
HES	Health Science 100
HIS	History Any HIS course(s) (except 111, 170, 251, 252, 253, 254)
HON	Honors 201
IBS	International Business 109
MCO	Mass Communications 120
PAD	Public Administration 200
POS	Political Science Any POS course(s)
PSY	Psychology 101/123/132/156/157/ 215/218/225/235/240/241/243/ 250/260/266/277/280/292
REC	Recreation 120
SBU	Society and Business 200
SLC	Studies in Language & Culture 201
SOC	Sociology Any SOC course(s) (except 143, 157, 215, 245, 253, 265, 270)
SSH	Sustainability/Social Sciences and Humanities 111
SWU	Social Work 102/171/250/258/292
WED	Wellness Education 110
WST	Women's Studies 100/161
YAQ	Yaqui Indian History and Culture 100

Natural Sciences (4 credits)

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.

AGS	Agricultural Science 164
ASB	Anthropology (Soc/Behv. Science) 231
ASM	Anthropology 104/265
AST	Astronomy 101&102/106&107/111/112/ 113/114
BIO	Biology 100/101/102/105/107/108/109/ 111/145/149AN/156/160/181/182/201/ 202/205/241/245
CHM	Chemistry 107&107LL/130&130LL/ 130AA/150AA/150&151LL/ 151AA/ 151&151LL/152AA/152&152LL/ 154&154LL/230&230LL
ENV	Environmental Sciences 101
FON	Food and Nutrition 241&241LL
FOR	Forensic Science 105/106
GLG	Geology Any GLG course(s)
GPH	Physical Geography 111/112&113/211/ 212&214/213&215
PHS	Physical Science 110/120
PHY	Physics 101/101AA/111/111AA/ 112/115/116/121/131
PSY	Psychology 275/290AB/290AC

Academic Certificate

Purpose of the Academic Certificate (area of emphasis)

The Maricopa Community College District Academic Certificate (area of emphasis) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in an academic area. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of knowledge, it is not designed to prepare someone for employment in a specific occupation. The content for an Academic Certificate (area of emphasis) may be derived from a variety of disciplines or it can be discipline specific. The Academic Certificate does not require a general studies component even though requirements of the certificate may include courses that currently meet specific general studies designations such as Humanities, Arts and Design, Social-Behavioral Sciences, etc.



Academic Policies that Govern the Academic Certificate (area of emphasis):

- Generally ranges from 12-39 credit hours in courses numbered 100 or above, although there is no minimum number of credit hours required for an Academic Certificate.
- Requires a cumulative GPA of 2.0 or better for completion.
- Follows the graduation policies within the general catalog.
- Accepts one of the courses that is cross-referenced with other courses.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Academic Certificate requirements.
- Does not presume block transfer value. Consequently, in most cases the Academic Certificate should not be a subset of an existing transfer degree.
- May have admission criteria established by the college if and when appropriate.
- Is for the most part college specific.

2.3.9 General Graduation Requirements

All students are required to complete the degree and/or certificate requirements as approved by the MCCCD Governing Board. The college reserves the right to make necessary course and program changes in order to meet current educational standards. In addition, students must:

1. Be credited in the Admissions and Records Office/Office of Student Enrollment with not fewer than:

   60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree and Associate in General Studies degree; 60 semester credit units for the Associate in Applied Science degree; 62 semester credits for the Associate in Business degrees. For specific certificate programs, be credited with not fewer than the minimum total of credit units required for the certificate program.

   Students not continuously enrolled, as outlined in the Catalog Under Which a Student Graduates policy, must satisfy current graduation requirements.
2. Have earned a minimum of 12 semester credit units toward the degree or certificate at the district college granting the degree or certificate. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded. In cases where the certificate requires fewer than 12 credit units, a minimum of six credit units must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.

   Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.

   A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of "C" or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate.
3. Have filed an application for the degree or certificate with the Admissions and Records Office/Office of Student Enrollment Services on the date determined by the college/center.

   Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.
4. Have a minimum cumulative grade point average of 2.000 at the college granting the degree.
5. Have a minimum cumulative grade point average of 2.000 in all courses used to fulfill degree requirements.

   Some specific programs have higher grade requirements. It is the student's responsibility to be aware of these program requirements.
6. Have removed, thirty (30) days after the anticipated graduation date, all deficiencies on the record to use those courses toward program completion.
7. Have removed any indebtedness to any MCCCD college/center.
8. Have paid required degree or certificate application fee.

See fee schedule for charges.

Graduation with Honors

All courses used to fulfill graduation requirements, including courses from other accredited institutions, will be entered in the grade point average calculation for honors designations.

Students who have the following grade point averages will graduate with the following distinctions:

- 3.50 to 3.69 "with distinction"
- 3.70 to 3.89 "with high distinction"
- 3.90 to 4.0 "with highest distinction"

2.3.9 General Graduation Requirements

Certificates/Degrees

The Maricopa Community Colleges offer Certificates of Completion as well as Associate Degrees, one of which is conferred on each student who has completed a program of study. These certificates and degrees are as follows:

(1) Certificate of Completion (Career Program Specified);
(2) Academic Certificate;
(3) General Education Certificate;
(4) Associate in Arts;
(5) Associate in Science;
(6) Associate in Business;
(7) Associate in General Studies;
(8) Associate in Applied Science (Career Program Specified).

All candidates for a degree and/or certificate must complete the General Graduation Requirements as approved by the MCCCD Governing Board.

All students are urged to meet with a faculty advisor, program advisor or counselor as soon as possible to determine which program meets their needs and to plan their course of study.

Licensure Disclaimer

Maricopa Community Colleges courses and programs prepare students for entry into a variety of professions. Many of these professions require that a person hold an occupational license or certificate in order to work in a particular field. Typically, a person must meet certain legal requirements before obtaining such a license or certificate. These requirements are established by county, state or federal agencies, and often are based on a person's character, or whether the person has been convicted of a criminal offense. It is possible for a student who has obtained a degree or certificate from a community college to be denied the right to work in a particular profession after completing the degree or certificate because of concerns over the student's character or criminal background. Any student preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.



MCCCD General Education Statement

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes.

Through its general education requirements, the Maricopa County Community College District is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:

- Build self-awareness, self-respect, and self-confidence
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Access, evaluate, analyze, synthesize, and use information wisely
- Communicate effectively personally, socially, and professionally
- Think critically, make informed decisions, solve problems, and implement decisions
- Consider the ethical implications of their choices
- Value the learning process throughout their lives
- Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
- Develop a personal sense of aesthetics
- Use technological resources appropriately and productively
- Work cooperatively and respectfully with others to serve their communities

The general education experience at MCCCD is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills:

- Communication
- Arts and Humanities
- Numeracy
- Scientific Inquiry in the Natural and Social Sciences
- Information Literacy
- Problem-Solving and Critical Thinking
- Cultural Diversity

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.

2.2.5 Catalog Under Which A Student Graduates

Students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a single public community college or university in Arizona or transferring among public institutions in Arizona while pursuing their degrees.

1) A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

Example A:

Admitted & Earned Course Credit at a Public Community College or University	Fall '05 (Active)
Continued at a Public Community College	Spring '06, Fall '06 (Active)
Transferred to a University	Spring '07 (2005 or Any Subsequent Catalog)

Example B:

Admitted & Earned Course Credit at a Public Community College or University	Fall '02 (Active)
Enrolled But Earned All Ws, Zs, or Fs	Spring '03 (Inactive)
Enrolled in Audit Courses Only	Fall '03 (Inactive)
Nonattendance	Spring '04 (Inactive)
Transferred to a University	Fall '04 (2004 or Any Subsequent Catalog)

2) Students who do not meet the minimum enrollment standard stipulated in No. 1 during three consecutive semesters (fall/spring) and the intervening summer term* at any public Arizona community college or university are no longer considered continuously enrolled, and must meet requirements of the public Arizona community college or university catalog in effect at the time they are readmitted or of any single catalog in effect during subsequent terms of continuous enrollment after readmission.

Example A:

Admitted & Earned Course Credit at a Public Community College or University	Fall '02 (Active)
Nonattendance	Spring '03, Fall '03, Spring '04 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Fall '04 (Active)
Transferred to a University	Spring '05 (2004 or Any Subsequent Catalog)

Example B:

Admitted & Earned Course Credit at a Public Community College or University	Fall '02 (Active)
Nonattendance	Spring '03 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Fall '03, Spring '04 (Inactive)
Nonattendance	Summer '03 (Active)
Transferred to a University	Fall '04 (2002 or Any Subsequent Catalog)

** Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.*

2.2.5 Catalog Under Which A Student Graduates

3) Students admitted or readmitted to a public Arizona community college or university during a summer term must follow the requirements of the catalog in effect the following fall semester or of any single catalog in effect during subsequent terms of continuous enrollment.

Example:

Admitted & Earned Course Credit at a Public Community College or University	Summer '04 (Active)
Continued at a Public Community College	Fall '04, Spring '05 (Active)
Nonattendance	Fall '05 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Spring '06 (Active)
Transferred to a University	Summer '06 (2004 or Any Subsequent Catalog)

4) Students transferring among Arizona public higher education institutions must meet the admission requirements, residency requirements, and all curricular and academic requirements of the degree-granting institution.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.

Note: Time Limit for Transfer Coursework

Students should be aware that the receiving institution may have age and credit limits on certain coursework to be used in transfer. Students should be knowledgeable about the policies on time limits for transfer coursework for the institution to which they plan to transfer.

2.3.10 Transcripts For Transfer

The transcript is issued upon written request only. Those students who want to transfer to other institutions of higher education, including other Maricopa Community Colleges, must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA.

Official transcripts will not be issued to students having outstanding debts to any of the Maricopa Community Colleges. The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. See the Tuition and Fee Schedule for charges for other official transcripts.

Districtwide Occupational Programs

Description

The Maricopa County Community College Occupational Program Matrix identifies all programs currently available for offering within the 10 community colleges and two skill centers of the district. The programs are grouped under broad occupational areas as requested by the colleges. For specific information regarding individual programs, contact the college(s) listed as participating institutions.

AGRICULTURE, FOOD, AND NATURAL RESOURCES

COLLEGES	AREAS & PROGRAMS
PC	Environmental and Natural Resource Conservation
PC	Environmental and Natural Resource Sustainability
SC	Equine Science
MC	Landscape Aide
MC	Landscape Specialist
MC	Urban Horticulture
MC	Veterinary Technology/Animal Health
RS	Workforce Development: Horticulture
RS	Workforce Development: Landscape Technology

ARCHITECTURE AND CONSTRUCTION

GW	Air Conditioning/Refrigeration/ Facilities
MC	Architecture
MC	Architectural CADD Level III
MC	Architectural Detailing CADD Level III
SC	Architectural Technology
MC	Building Inspection
MC	Computer Aided Drafting
MC	Computer Aided Design and Drafting CADD Level I
MC	Commercial Drafting CADD Level II
MC	Construction
MC	Construction Drafting CADD Level III
PC	Management
GW	Construction Trades: Bricklaying and Tilesetting
GW	Construction Trades: Carpentry
GW	Construction Trades: Concrete Form Builder
GW	Construction Trades: Construction Management
GW	Construction Trades: Electricity
GW	Construction Trades: General Construction Worker
GW	Construction Trades: Heat and Frost Insulation
GW	Construction Trades: Heavy Equipment Operations
GW	Construction Trades: Ironworking
GW	Construction Trades: Millwrighting
GW	Construction Trades: Painting and Drywalling
GW	Construction Trades: Pipe Trades- Pipefitter-Refrigeration
GW	Construction Trades: Plastering and Cement Masonry
GW	Construction Trades: Plumbing
GW	Construction Trades: Pre-Apprenticeship
GW	Construction Trades: Sheet Metal
GW	Construction Trades: Steamfitting
GW	Construction Trades- Mechanical Trades: Heating, Ventilating and Air Conditioning
GW	Construction Trades- Mechanical Trades: Pipefitting
GW	Construction Trades- Mechanical Trades: Plumbing
GW	Construction Trades- Mechanical Trades: Sheet Metal
MC	Home Inspection
MC	Mechancical Drafting
MC	Plan Review

Districtwide Occupational Programs

EM	Power Plant Technology
MC	Pre-Contractor Licensing
MC	Residential Drafting CADD Level II
MC	Survey and Civil Drafting-CADD Level II
RS	Workforce Development: Carpentry Level I
RS	Workforce Development: Carpentry Level II
RS	Workforce Development: Furniture Construction/ Refinishing Level I
RS	Workforce Development: Furniture Construction/ Refinishing Level II

ART, A/V TECHNOLOGY, AND COMMUNICATION

GC, RS	Adolescent Development
GC, RS	Adult Development and Aging
MC	Alteration Specialist
PC	Apparel Construction
GC, MC, PC PV, SC	Audio Production Technologies
MC	Beginning Piano Pedagogy
PC	Computer Graphic Design
MC	Costume Design and Production
PC	Costuming
SC	Dance Technology
GC	Digital Media Arts
MC, SC	Disc Jockey Techniques
GC, RS	Family Life Education
PC	Fashion Design
PC	Fashion Design Level I
PC	Fashion Design Level II
PC	Fashion Illustration
PC	Fashion Merchandising
MC	Fashion Merchandising & Design
SC	Graphic Design: Visual Communication
MC	Image Consultant
MC, PC, SC	Interior Design
MC	Interior Design: Advanced
EM, MC, PC	Interior Merchandising
MC	Intermediate Piano Pedagogy
GC, MC, PC PV, SC	Journalism and New Media Studies
CG, MC, PC, PV, SC, SM	Music Business
GC, RS	Parent Education
PC	Pattern Design Level I
PC	Pattern Design Level II
GC, PC	Photography
MC	Textile and Apparel: Fashion Computer-Assisted Design (CAD) Technician
MC	Textile and Apparel: Fashion Illustration Specialist
MC	Textile and Apparel: Industrial Sewing Technician
MC	Textile and Apparel: Product Development
RS	Workforce Development: Graphic Arts Level I
RS	Workforce Development: Graphic Arts Level II

BUSINESS, MANAGEMENT, AND ADMINISTRATION

CG, EM, GC, GW, PC, RS, SM	Accounting
PV	Accounting - Specialized Para-Professional
GC	Accounting Paraprofessional
PV	Administrative Professional
MC, PC	Administrative Professional
GW	Administrative Technology
RS	Automobile Insurance: Customer Service
RS	Automobile Insurance Claims: Customer Service
RS	Automobile Policy: Customer Service

Districtwide Occupational Programs

SC	Bookkeeping
RS	Broadband Telecommunications
RS	Broadband Telecommunications: Account Services
RS	Broadband Telecommunications: Field Operations
RS	Broadband Telecommunications: Techncial Support Services
MC, SC	Business
SC	Business (Fastrack)
SM	Business Management
GC	Business Office Assistant
GW	Business Technology Specialist
PC	Computer Applications
GW	Court Reporting: Judicial
RS	Credit Counseling: Customer Service
EM	Customer Service Management
GW, MC, PV, RS, SM	Entrepreneurial Studies Level I
GW, MC, PV, RS, SM	Entrepreneurial Studies Level II
CG, GC, MC, PC, RS, SC, SM	General Business
PV	General Business Specialized
PC	Human Resources Management
RS	Human Services - Assistance: Public Assistance Eligibility
RS	Human Services-Specialist: Customer Service
RS	Human Services-Unemployment Insurance: Customer Service
RS	Information Technology Entrepreneurship
PV	International Business
MC	International Trade
GC, MC, PC, PV	Management
GW	Management of Clinical Information Technology
GW	Management of Clinical Information Technology: Clinical Technology Consulting
GW	Management of Clinical Information Technology: Health Information Technology Implementation Support
GW	Management of Clinical Information Technology: Health Information Technology Technical Support
GW	Management of Clinical Information Technology: Health Information Technology Training
GW	Management of Clinical Information Technology: Implementation Management
GW	Management of Clinical Information Technology: Practice Workflow and Information Management Redesign
PV	Microcomputer Accounting
GC, PV	Middle Management
RS	Military Leadership
RS	Motor Vehicle: Customer Service
GW	Office Technology
CG, EM, GC, GW, MC, PV, RS	Organizational Leadership
CG, EM, GC, GW, MC, RS	Organizational Management
PC	Paralegal Studies
SM	Pharmacy: Customer Service
MC	Project Management
MC	Public Relations
RS	Quality Customer Service
GW	Realtime Reporting Scoping
GC, GW, MC PC, PV, RS, SM	Retail Management
RS	Retail Pharmacy: Customer Service
MC	Retail Sales Manager
MC	Small Business
GC, GW, SM	Small Business Entrepreneurship
EM, GW	Small Business Management
CG, GC, MC, PC, PV, RS, SM	Small Business Start-Up
CG, GW, MC PC, SC, SM	Social Media Marketing

Districtwide Occupational Programs

GC, PC, PV, SC	Sports Management
GC	Supervision
SM	Supervision and Management I
SM	Supervision and Management II
MC	Technology Support Analyst
RS	Utilities: Customer Service
RS	Water Services: Customer Service

EDUCATION AND TRAINING

RS	Adult Learning and Development
RS	Adult Learning and Coaching Development
GC, RS	Child and Family Organizations Management and Administration
GC, PV, EM, SM	Child Development Associate (CDA) Preparation
PC	Curriculum for Young Children
MC	Early Care Specialist
GC, MC, RS	Early Childhood Administration and Management
PC	Early Childhood Classroom Management
EM, GC, PV	Early Childhood Education
PC	Early Childhood Education and Administration: Birth through Age Five
CG, MC, RS,	Early Learning and Development
RS, SM	Family Child Care Management
RS	Family Engagement Specialist
EM	Foundations of Student Services
EM	Gifted Education
RS, SM	Infant and Toddler Development
MC, SM	Instructional Assistance
MC	Reading Specialist
EM, GW	Teacher Assisting
RS	Workforce Development and Community Re-Entry

ENVIRONMENTAL TECHNOLOGY

RS	Energy Systems Technology
GW	Environmental Science Technology
MC	Geospatial Technologies
GW	Occupational Safety and Health Technology
PV	Safety, Health and Environmental Studies
GW	Wastewater Treatment
GW	Water Resources Technologies
GW	Water Resources Technologies: Hydrologic Studies
GW	Water Treatment

FINANCE

RS	Bank Account Management: Customer Service
PC	Banking and Finance
MC	Certified Residential Appraiser
MC	Licensed Real Estate Appraiser
MC	Real Estate
MC, SM	Real Estate: Prelicense
MC	Residential Appraisal Trainee

GOVERNMENT AND PUBLIC ADMINISTRATION

RS	Public Administration
RS	Public Administration: Legal Services
SC	Tribal Development

HEALTH SCIENCE

GC, SM	Advanced Behavioral Health Sciences
PC, PV	Advanced Emergency Medical Technology (Paramedic)
GC, SM	Basic Behavioral Health
RS	Clinical Dental Assisting
GW	Clinical Research Associate
RS	Community Dental Health Coordination

Districtwide Occupational Programs

PC	Community Emergency Response Team (CERT): Level I
GW	Computed Tomography
PC	Dental Assisting
RS	Dental Assisting Technology
MC, PC, RS	Dental Hygiene
RS	Dental Office Management
GC	Developmental Disabilities Specialist
GW	Diagnostic Medical Sonography
GW	Electroneurodiagnostic (END) Technology
PC	Emergency Communications and Deployment
GW	Fast Track Practical Nursing
GW	Healthcare Regulatory Compliance
PC	Health Information: Long Term Care Settings
PC	Health Information Technology
GW	Health Services Management
GW	Health Unit Coordinating/Patient Care Associate
PC	Histologic Technology
GW	Hospital Central Service Technology
PC	Laboratory Assisting
GW	Magnetic Resonance Imaging
PC	Medical Assisting
PC	Medical Billing and Coding: Physician-Based
PC	Medical Coding: Hospital-Based
PC	Medical Front Office
PC	Medical Laboratory Sciences
GW	Medical Radiography
GW	Medical Transcription
CG, EM, GC, GW, MC, PC, PV, SC	Nursing
CG, EM, GW, MC PV, SC	Nurse Assisting
GW, MC	Nursing Refresher
PC, SM	Phlebotomy
GW	Physical Therapist Assisting
GW	Polysomnographic Technology
CG, EM, GC, GW MC, PC, PV, SC	Practical Nursing
GW	Radiation Therapy
SM	Recovery Support
GW	Respiratory Care
EM	Speech Language Pathology Assistant
GW	Surgical Technology
GW	Surgical Technology for the Operating Room Nurse

HOSPITALITY AND TOURISM

RS	Airline Operations
RS	Airline Operations: Ground Operations
RS	Airline Operations: Initial Flight Attendant
RS	Airline Operations: Passenger Services
RS	Airline Operations: Reservations
RS	Airline Operations: Reservations and Ticketing Services
EM, PC	Baking and Pastry
EM	Basic Culinary Studies
SC	Commercial Bakery and Pastry Arts
PC	Commercial Food Preparation
SC	Culinary Arts
SC	Culinary Arts Foundations
EM, PC	Culinary Studies
SC, SM	Culinary Fundamentals
CG, PV	Dietetic Technology
PC	Food Service Administration
SC	Hospitality and Tourism/ Golf Management
SC	Hospitality and Tourism/ Hotel Management
SC	Hospitality and Tourism/ Restaurant Management

Districtwide Occupational Programs

SC	Hospitality and Tourism/Spa and Wellness Center Management
SC	Hospitality and Tourism/Tourism Development and Management
EM	Hospitality/Hotel Management
MC, RS	Sustainable Food Systems

HUMAN SERVICES

RS	Addictions and Substance Use Disorders
RS	Addictions and Substance Use Disorders Level I
RS	Addictions and Substance Use Disorders Level II
PC	Adolescent Studies
PC	Deaf Studies
CG, GC, MC PV, SC	Exercise Science and Personal Training
PC	Family Development
PC	Family Support
MC	Group Fitness Instructor
PC	Interpreter Preparation
MC	Mortuary Science
GC, MC, SC	Nutrition for Fitness and Wellness
GC, MC	Personal Trainer
CG, EM, GC MC, PV, SC	Personal Training Specialist
RS	Professional Addictions Counseling
MC, SC	Recreation Management
PV	Teaching, Healing, Meditation for Stress Management
CG, PC	Therapeutic Massage
SC	Yoga Instruction
SC	Yoga Therapy

INFORMATION TECHNOLOGY

MC, SM	Adobe Creative Suite in Business: Master Suite Applications Specialist
GC, MC, PV SC, SM	Adobe Creative Suite in Business: Print and Web Applications Specialist
GC, MC, SM	Adobe Creative Suite in Business: Production Applications Specialist
GC, MC, SM, PV	Adobe Foundations
RS	Advanced Computer Usage and Applications
MC	Advanced Web Designer
MC	Applications in Geospatial Technologies
GC	Business Office Computer Applications
PC	Comic and Sequential Art
SM	Computer and Information Technologies
MC	Computer Applications: Microsoft Office Specialist/ Advanced
MC	Computer Applications: Microsoft Office Specialist/Basic
CG	Computer Applications: Office Specialist/Core Level
CG	Computer Applications: Office Specialist/Expert Level
EM	Computer Applications Technology
CG	Computer Business Applications
CG, EM	Computer Hardware and Desktop Support
SC	Computer Hardware and Network Support
GC, GW, PC, PV	Computer Information Systems
SC	Computer Information Systems Technologies
PV	Computer Information Technology
PV	Computer Networking Technology
MC	Computer Programming
PV	Computer Systems Maintenance
RS	Computer Technology
RS	Computer Usage and Applications
SC	Database Development
EM	Desktop Publishing
MC	Digital Arts
MC	Digital Arts: Digital Illustration
MC	Digital Arts: Digital Photography

Districtwide Occupational Programs

MC	Digital Arts: Graphic Design
MC	Digital Arts: Web Design
GC	Digital Cinema Arts
RS	Digital Design
PC	Digital Photography
SC	Editing
RS	eLearning Design Specialist
GC, MC	Game Technology
RS	Hardware and Networking Basics
GC, PV	Healthcare Technology Systems
GC	Information Security
GC	Information Security Technology
CG	Information Technology
SM	Information Technology: Android/iOS Programming
MC, SM	Information Technology: Cisco Networking
SM	Information Technology: Computer Applications Specialist
SM	Information Technology: Microsoft Programming
SM	Information Technology: Network Security
SM	Information Technology: Network Server
SM	Information Technology: Programming and Mobile Development
EM, SM	Information Technology: Web and Graphic Design
SM	Information Technology Support
EM	IT and Power Systems Security
CG, EM, GC, MC	Linux Associate
EM, GC, MC,	Linux Networking Administration
CG, EM, GC, GW, MC, PC, PV, SC, SM	Linux Professional
CG, PC	Media Arts: Computer Art/ Illustration
PC	Media Arts: Digital Animation
CG, PC	Media Arts: Digital Imaging
PC	Media Arts: Web Design
EM, GC, GW	Microsoft Certified Information Technology Professional (MCITP) Administrator
EM, GC, PV	Microsoft Desktop Support Technology
EM, GC, GW, PV	Microsoft Networking Technology
EM, GC	Microsoft Server Administration
EM, GC, GW, PV	Microsoft Technical Specialist
EM, RS, SM	Mobile Apps Programming
SC	Motion Picture/Television Production
MC	Multimedia and Business Technology
MC	Multimedia Technology
SC	Network Administration
CG, EM, GC, GW, MC, SM	Networking Administration: Cisco
CG, MC, SM	Network Administration: CISCO Network Professional
CG, GW, MC	Network Administration: Microsoft Windows Server
RS	Networking: Design and System Support
MC	Networking System Administration
CG, EM, GC, GW	Networking Technology: Cisco
CG	Oracle Database Operations
SC	Production Film
SC	Production Television
EM, RS, SM	Programming
CG, EM, GC, MC, PC, PV, SC, SM	Programming and System Analysis
SC	Screenwriting
SC	Software Development
PC, SC	Technical Theatre
CG, EM, GC, PC, PV, SM	Web Design
SC	Web Design Technologies
RS	Web Design: User Interface
MC	Web Designer
EM, GC, MC PC, PV	Web Developer
SC	Web Development
MC	Web Server Administrator

Districtwide Occupational Programs

MANUFACTURING

MC Automation Technology
MC Automation Technology Level I
MC Automation Technology Level II
MC Automation Technology Level III
GC CAD Application
GC CAD Fundamental
GC CAD Technology
MC CAD/CAM/CNC I
MC CAD/CAM/CNC II
MC CAD/CAM/CNC III
GC Computer and Networking Technology
GW Electrical Technology
CG Electric Utility Design Technology
CG Electric Utility Technology
MC Electro/Mechanical Drafting
MC Electromechanical Automation Technology
MC Electromechanical Manufacturing Technology
MC Electronics Engineering Technology
MC Electronics Technology
GW Industrial Design Technology
GW Industrial Design Technology: Design Specialist: SolidWorks
MC Machining I
MC Machining II
MC Manufacturing Engineering Technology
MC Manufacturing Management
MC Manufacturing Welding
CG Meter Technology
MC Micro Circuit Mask Design
GC Network Maintenance
GW Production Technology
GW Production Technology: CNC Technology
GW Production Technology: Quality Assurance
MC Welding
RS Workforce Development: Electrical Level I
RS Workforce Development: Electrical Level II

MARKETING, SALES, AND SERVICE

GC, PC, PV, SC Marketing
MC Salesmanship

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

EM, GC, PC, PV, RS Administration of Justice
PC Administration of Justice-Comprehensive
PC Administration of Justice-Fundamentals
CG, GW, MC, SC Administration of Justice Studies
RS Advanced Corrections
RS Basic Corrections
CG Correctional Studies
RS Corrections
PC, SC Crime and Accident Scene Photography
PC, SC Crime Scene Investigation
PC, SC Crime Scene Technology
RS Detention Services
PC Domestic Preparedness and Homeland Security
CG, EM, GC, MC, PC, PV Driver Operator
PC Evidence Technology
EM Evidence Technology
CG, GC, MC, PC, PV, SC Emergency Medical Technology
CG, EM, GC, MC PC, PV, SC Emergency Response and Operations
SC Fire Academy
CG, EM, GC, MC, PC, PV Fire Investigation
CG, EM, GC, MC, PC, PV Fire Officer Leadership
EM, MC, PV Fire Science
CG, EM, GC, MC, PC, PV Firefighter Operations
PC, SC Fingerprint Classification and Identification

Districtwide Occupational Programs

- MC Forensic Investigation
- CG Forensic Science
- SC Forensic Science: Crime Lab
- PC Forensic Technology
- MC Global Citizenship
- PC Hazardous Materials Response
- CG, GW Homeland Security
- MC Judicial Studies
- CG, SC Justice Studies
- RS Juvenile Corrections
- SC Law Enforcement
- GC Law Enforcement Investigator
- RS Law Enforcement Technology
- RS Law Enforcement Technology Academy
- CG, GC Law Enforcement Training Academy
- MC Legal Studies
- RS Paralegal
- CG, GC, MC, PC, PV Paramedicine
- SC Police Academy Preparation Level I
- MC, SC Police Science
- RS Public Safety Technology
- SC Tribal Court Advocacy
- MC Victimology

SCIENCE, TECHNOLOGY, ENGINEEERING, AND MATHEMATICS

- CG Aircraft Maintenance Technology
- CG Aircraft Maintenance Technology (Part 147)
- CG Airframe Maintenance (Part 147)
- CG Airway Science Technology, Flight Emphasis
- GW Biomedical Research Technology
- MC Biotechnology
- GC Biotechnology and Molecular Biosciences
- CG Certified Flight Instructor Instrument Airplane Rating
- CG, EM, GC, SM Engineering Technology
- CG Flight Technology
- RS Nanotechnology
- CG Powerplant Maintenance (Part 147)

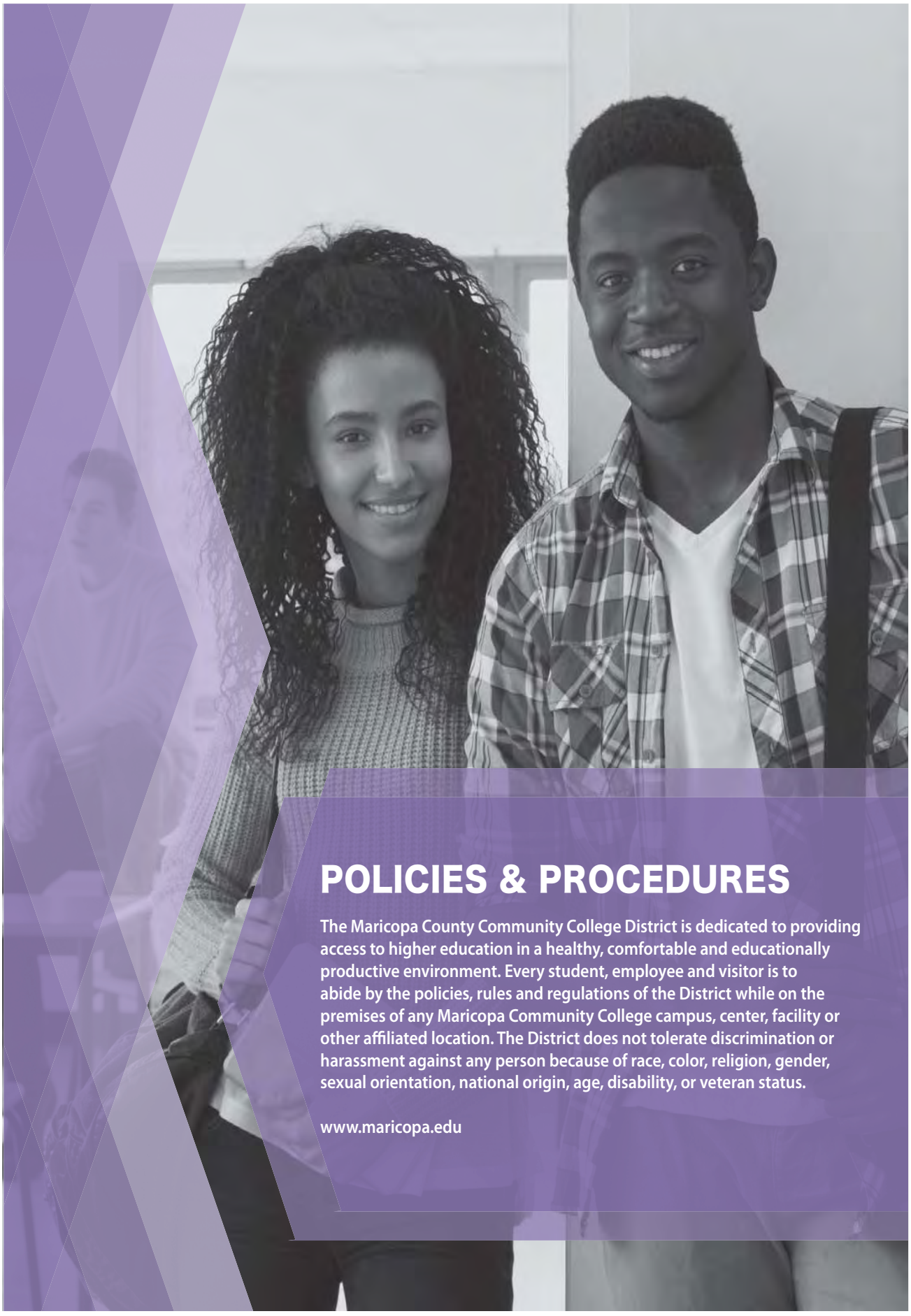
TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Automotive Technology

- GW Air Conditioning and Electrical Accessories
- GC Automotive Chassis
- GW Automotive Drive Trains
- MC Automotive Electrical Systems
- GC Automotive Engines and Drive Trains
- GC Automotive Engine Performance Diagnosis & Air Conditioning
- MC Automotive Performance Technology
- GW Automotive Suspension, Steering and Brakes
- GC, GW Automotive Technology
- MC Brakes, Alignment, Suspension and Steering
- GW, MC Engine Performance and Diagnosis
- RS Workforce Development: Automotive Technology Level I
- RS Workforce Development: Automotive Technology Level II

College Acronyms/Name:

CG: Chandler-Gilbert Community College
EM: Estrella Mountain Community College
GC: Glendale Community College
GW: GateWay Community College
MC: Mesa Community College
PC: Phoenix College
PV: Paradise Valley Community College
RS: Rio Salado College
SC: Scottsdale Community College
SM: South Mountain Community College



POLICIES & PROCEDURES

The Maricopa County Community College District is dedicated to providing access to higher education in a healthy, comfortable and educationally productive environment. Every student, employee and visitor is to abide by the policies, rules and regulations of the District while on the premises of any Maricopa Community College campus, center, facility or other affiliated location. The District does not tolerate discrimination or harassment against any person because of race, color, religion, gender, sexual orientation, national origin, age, disability, or veteran status.

www.maricopa.edu

POLICIES & PROCEDURES

Policies & Procedures

In This Section

- Administrative Regulations
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- Discrimination Complaint Procedures for Students
- Emissions Control Compliance
- Petition Signature Solicitation
- Use of Campus Grounds by Non-MCCCD-Affiliated Users
- Children on Campus
- Crime Awareness and Campus Security Act
- Workplace Violence Prevention
- Student Right to Know
- Copyright Act Compliance
- Taping of Faculty Lectures
- Technology Resource Standards
- Hazing Prevention Regulation
- Abuse-Free Environment
- Smoke-Free/Tobacco-Free Environment
- Students with Disabilities Eligibility for Accommodations & Required Disability Documentation
- Eligibility of Students Taking Reduced Course Loads
- Academic Misconduct
- Disciplinary Standards
- Student Conduct Code
- Student Records
- FERPA Appeal Process
- Student Employment
- Student Governance
- Consensual Relationships
- Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Administrative Regulations

The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced by number, which corresponds with the regulations on the MCCCD website:

https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as "ARS" followed by a reference number.

2.4.1 General Statement

The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)

It is the policy of the Maricopa District (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, Glendale Community College, Maricopa Skill Center, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, and South Mountain Community College) to:

Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

All HR employment selection and decision practices pertaining to advertising, benefits, compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will continue to be administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin status, citizenship status(including document abuse) , age, disability, veteran status or genetic information.

Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)

It is the policy of Maricopa to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse) , age, disability, veteran status or genetic information.

In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers. Students who enroll will be supported in the development of these skills by classes in English as a second language and other resources. Translation services and bilingual instruction can also be provided: contact college designee for more information.

Affirmative Action Statements

Affirmative Action Policy Statement for Individuals with Disabilities

In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing regulations, 41 CFR 60-741.5 (a), as amended, Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of physical or mental disability in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because he or she is a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without discrimination based upon their disabled or veteran status in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, Maricopa agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days' duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act/Title IX Coordinator

Associate Dean of Student Enrollment Services, ADA/504/Title IX Coordinator, 2323 West 14th Street, Tempe, Arizona, 85281, **480-517-8540**, ruby.miller@riosalado.edu.

Under the ADA and Section 504, Maricopa recognizes the obligation to provide overall program accessibility throughout its locations for disabled individuals. The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.

Students with disabilities may request catalog information in an alternative format from the college ADA/504 Coordinator.

Declaraciónes De Acción Afirmativa

Mandato de No Descriminación

Es el mandato de los Colegios Comunitarios del Condado de Maricopa (The Maricopa Community Colleges) que consisten del Centro de Apoyo del Distrito, los colegios comunitarios de Chandler-Gilbert, Estrella Mountain, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, South Mountain y el Centro de Capacitación de Maricopa, proveer igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que Maricopa no descriminará o tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Asi mismo, es el mandato de los Colegios Comunitarios proveer para cada aplicante, empleado, y estudiante un ambiente libre de acoso sexual como también libre de acoso e intimidación referente a raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica.

Este mandato de no descriminación cubre todos los aspectos de contratación del empleado, ingreso, acceso a, y tratamiento de alumnos en los Colegios Comunitarios de Maricopa los cuáles incluyen también programas de educación vocacional. Este mandato también prohibe descriminación en base de orientación sexual en la admisión y tratamiento de estudiantes, en sus programas y actividades y en la contratación, tratamiento, promoción/ascensos, evaluación y despido de empleados.

Declaración de Igualdad de Oportunidad

Es el mandato de los Colegios Comunitarios del Condado de Maricopa promover igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que Maricopa no descriminará o tolerará descriminación en contra de ningún aplicante o empleado debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Agregando, es el mandato de los Colegios Comunitarios promover para cada aplicante y empleado un ambiente libre de acoso sexual como también de acoso e intimidación referente a la raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica.

Declaración de Acción Afirmativa

Mandato y Declaración de Acción Afirmativa para Individuos con Incapacidades De acuerdo a las provisiones en la Sección 503 de la Ley de Rehabilitación de 1973, como enmienda, y las leyes de implementación, 41 CFR 60-741.5 (a), declara que el Distrito de Colegios Comunitarios de Maricopa no descriminarán o tolerarán descriminación en contra ningún aplicante o empleado debido a su desabilidad/incapacitación física o mental referente a cualquier posición para la cuál el aplicante o empleado ha calificado. Maricopa promete tomar acción afirmativa para emplear, dar ascenso en empleo y tratar a dichos individuos con incapacidades sin hacer incapie en sus incapacidades físicas o mentales en la selección de recursos humanos y prácticas decisivas como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo período de prueba, suspensión, y/o terminación de empleo por causa de paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo éstas prácticas de no descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Asi mismo, todo los aplicantes y empleados estan protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta bajo éste Acto.

Declaraciónes De Acción Afirmativa

Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita

Conforme a la ley de Reajuste y Asistencia para los Veteranos de la Era Vietnamita de 1974, acta de Oportunidades de Empleo para Veteranos de 1998 y reglamentos de implementación, 41 CFR 60-250(k), el Distrito de Colegios Comunitarios del Condado de Maricopa no descriminará ni tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante veterano o veterana de la Era Vietnamita con desabilidad/incapacitación especial referente a cualquier posición la cual dicho aplicante o empleado califique. Maricopa promete aplicar acción afirmativa para emplear, ascender en empleo y tratar a dichos veteranos incapacitados y de la Era Vietnamita que califiquen sin descriminar base a su desabilidad/incapacitación o condición de veterano en todas las áreas de recursos humanos y decisiones como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo período de prueba, suspensión, y/o despido por causa o paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo estas prácticas sin descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Maricopa promete anunciar todas las oportunidades de empleo disponibles en la oficina local del servicio de empleo del Estado donde el empleo esté disponible. Esto incluye empleo de tiempo completo, temporal de más de tres días de duración y empleo de tiempo medio. Finalmente, todos los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta sobre este Acto.

Notificación del Acta de Americanos con Impedimentos (ADA)/Sección 504 del Acta de Rehabilitación/Coordinador del Título IX

Associate Dean of Student Enrollment Services, ADA/504/Coordinador del Título IX, 2323 West 14th Street, Tempe, Arizona, 85281, **480-517-8540**, ruby.miller@riosalado.edu.

De acuerdo a ADA y a la sección 504, el distrito y sus colegios reconocen la obligación de proveer acceso a programas en todas sus localidades a personas incapacitadas. El coordinador designado de ADA/504/Título IX proveerá información tocante a la existencia y localidad de servicios, actividades y facilidades que son accesibles y de utilidad a personas incapacitadas. Solicitudes para acomodación deben ser dirigidas al coordinador. Del mismo modo, bajo el Título IX, hay obligación de proveer acceso a servicios y programas de una manera imparcial segun el género.

Estudiantes incapacitados pueden solicitar información de catálogo en una forma diferente por medio del Coordinador designado por ADA/504 en cada colegio.

Governing Values (Board Policy 4.1)

Governing Board

Tracy Livingston, President
Johanna Haver, Secretary
Doyle W. Burke, Member
Alfredo Gutierrez, Member
John Heep, Member
Jean McGrath, Member
Dana G. Saar, Member

Chancellor

Rufus Glasper, Ph.D., C.P.A.

Our Vision:

A Community of Colleges … Colleges for the Community

… working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Our Mission:

The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

University Transfer Education

General Education

Developmental Education

Workforce Development

Student Development Services

Continuing Education

Community Education

Civic Responsibility

Global Engagement

Our Institutional Values:

The Maricopa Community Colleges are committed to:

Community

We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

Excellence

We value excellence and encourage our internal and external communities to strive for their academic, professional, and personal best.

Honesty and Integrity

We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility, and fairness.

Inclusiveness

We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.

Innovation

We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.

Learning

We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.

Responsibility

We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.

Stewardship

We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.

2.1 General Regulation

1. General Statement

Compliance with Policies, Rules and Regulations

Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

The Maricopa Community Colleges reserve the right to change, without notice, any materials, information, curriculum, requirements and regulations.

Note: The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly.

The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. Outcomes Assessment

The mission of the Maricopa Community Colleges is "to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve." In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

2.2.1 Admission Policy

Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

2.2.1 Admission Policy

Admission Classifications

1. Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.

B. Has a high school certificate of equivalency.

C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.

D. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age

A. Admission to the community colleges in Arizona shall be granted to any student who is under age 18 and who completes course prerequisites and meets any one of the following requirements:

i. A composite score of 93 or more on the Preliminary Scholastic Aptitude Test (PSAT).

ii. A composite score of 930 or more on the Scholastic Aptitude Test (SAT).

iii. A composite score of twenty-two or more on the American College Test (ACT).

iv. A passing score on the relevant portions of the Arizona Instrument to Measure Standards test (AIMS).

v. The completion of a college placement test designated by the community college district that indicates the student is at the appropriate college level for the course.

vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.

C. Home schooled students are exempt from this sub-section.

D. A student shall not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials or lack of concurrent enrollment in a public or private school, if the student has achieved at least a specified score on a college entrance examination.

3. Specialized Vocational/Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student's admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming), and the Commonwealth of the Northern Marianas Islands (CNIMI) and who meet the eligibility requirements, pay 150 percent of the regular resident tuition plus fees. Students must mark prominently on the Student Information Form that they seek admission as WUE students. Students may not apply as out-of-state students and expect to receive the WUE tuition rate after admitted. Once admitted as WUE students, students may not petition for in-state residency. Further information may be obtained from the Admissions and Records Office/Office of Student Enrollment Services.

2.2.1 Admission Policy

5. Admission of F-1 Nonimmigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s). When completed, the form(s) should be returned to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 nonimmigrant status must provide proof of secondary school completion with documentation comparable to a United States high school diploma or higher degree. It is recommended that F-1 nonimmigrant students have graduated in the upper 50% of their secondary school (high school or equivalent) in order to ensure success in academic classes at this college. Applicants for admission to the college must have high school and college (if applicable) transcripts sent directly from the high school or college to the Admissions and Records Office/Office of Student Enrollment Services or designated office. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.

A. Admission to Academic Programs

Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. If the Test of English as a Foreign Language (TOEFL) is used to satisfy this requirement, the applicant must attain a score of at least 500 (on the paper-based TOEFL) or 61 (on the internet-based TOEFL, known as the iBT). If the International Language Testing System (IELTS) is used to satisfy this requirement, an IELTS overall Band Score of 5.5 or better is required, and a minimum IELTS individual Band Score of 5.0 on each module is recommended. The dean or director of Admissions and Records Office/Office of Student Enrollment Services of the college may accept other proof of English language proficiency for admission purposes, such as the ASSET, ACCUPLACER, COMPASS or CELSA tests.

B. Admission to an Intensive English Program

Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:

i. At least six years of English language instruction as shown by the applicant's school transcript(s);

ii. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 23 (on the internet-based test);

iii. An original letter of recommendation from a teacher, school principal or headmaster/headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;

iv. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.

v. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.

2.2.1 Admission Policy

C. Financial Support

Evidence of financial support will be required prior to issuance of the I-20 form. The colleges have no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student's average expenses for 10 months to be:

Tuition and Fees:	$ 7,890	*(1)*
Living Expenses:	10,140	*(2)*
Books:	1,100	*(3)*
Health Insurance:	1,100	*(4)*
Total	$20,230	*(5)*

Please Note: For Rio Salado College's average cost of attendance expenses, please visit: **www.riosalado.edu/financial_aid/Pages/CostofAttendance.aspx**

D. Dependent Financial Guarantee

Evidence of financial support for dependents of F-1 and M-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance

All F-1 and M-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges' international student health insurance plan. Health insurance coverage for dependents of F-1 and M-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 and M-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

Footnotes:

(1) Based on **2014-2015** *tuition and fee schedule .*
(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and Rental Rates. Assumes books are sold at the end of the semester.
(4) Based on the **2014-2015** *insurance premiums for the mandatory Maricopa Community Colleges' International Student Health Plan.*
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

2.2.2 Admission Information

Students must file a Student Information Form with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. Student Status

A. Freshman - A student who has completed fewer than 30 credit hours 100-level courses and above.

B. Sophomore - A student who has completed 30 credit hours or more in 100-level courses and above.

C. Unclassified - A student who has an associate degree or higher.

2. Student Identification Number

Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.

2.2.2 Admission Information

3. Residency for Tuition Purposes (see also Appendix S-1)

All students are classified for tuition purposes under one of the following residency classifications:

A. Maricopa County resident

B. Out-of-County resident

C. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

A. Implementation

i. Domicile status must be established before the student registers and pays fees. It is the student's responsibility to register under the correct domicile status.

ii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.

iii. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten days of receipt of notification of classification as a non-resident. **Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period.** The decision of the review committee shall be final.

B. Definitions

i. **"Armed Forces of the United States"** means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceanographic and Atmospheric Administration, the National Guard, or any military reserve unit of any branch of the Armed Forces of the United States.

ii. **"Continuous attendance"** means enrollment at one of Maricopa Community Colleges as a full-time or part-time student for a normal academic year since the beginning of the period for which continuous attendance is claimed. Students need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.

iii. **"Maricopa County resident"** means an individual who has lived in Maricopa County for at least fifty (50) days before the first day of classes of the semester. In-state residency must be established prior to country residency for those moving from other states. Refer to section C for guidelines.

iv. **"Domicile"** means a person's true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.

v. **"Emancipated person"** means a person who is neither under a legal duty of service to his parent nor entitled to the support of such parent under the laws of this state.

vi. **"Full-time student"** means one who registers for at least twelve (12) credit hours per semester.

2.2.2 Admission Information

vii. **"Part-time student"** means one who registers for fewer than twelve (12) credit hours per semester.

viii. **"Parent"** means a person's father, or mother, or if one parent has custody, that parent, or if there is no surviving parent or the whereabouts of the parents are unknown, then a guardian of an unemancipated person if there are not circumstances indicating that such guardianship was created primarily for the purpose of conferring the status of an in-state student on such unemancipated person.

C. Criteria for Determining Residency

I. In-State Student Status

1. Except as otherwise provided in this article, no person having a domicile elsewhere than in this state is eligible for classification as an in-state student for tuition purposes. Applicants for in-state tuition status and other public benefits must demonstrate lawful presence in the United States by presenting one of the documents listed in this regulation, under the section "Demonstrating Lawful Presence."
2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as an in-state student if the person meets one of the following requirements:
   a. The person's parent's domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.
   b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.
   c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person's family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.
   d. The person's spouse has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person's spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.
3. The domicile of an unemancipated person is that of such person's parent.
4. An unemancipated person who remains in this state when such person's parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.

2.2.2 Admission Information

5. A person who is a member of the Armed Forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.
6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person's state of home record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.
7. Immediate classification as an in-state student shall be granted to a veteran who meets the provisions of Arizona Statute HB 2091, paragraph G. which reads:

   G. A person holding an honorable discharge from the uniformed services of the United States from either active duty or reserve or National Guard status, or who has retired from active duty or reserve or National Guard status, shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this section, inclues at least one of the following:

      1. Registration to vote in this state.
      2. An Arizona driver license.
      3. Arizona motor vehicle registration.
      4. Employment history in Arizona.
      5. Transfer of major banking services to Arizona.
      6. Change of permanent address on all pertinent records.
      7. Other materials of whatever kind or source relevant to domicile or residency status.

8. A veteran using chapter 30 or 33 benefits who does not otherwise qualify under item 7 above (paragraph G of PL 2091), or a veteran's dependent or spouse who is using transferred Post-9/11 GI Bill (chapter 33) benefits or the Marine Gunnery Sergeant John David Fry scholarship, may be eligible for immediate classification as an in-state student if he/she meets the provisions of Arizona statute HB 2091, paragraph H:

   H. A person who, while using educational assistance under 38 United States code chapter 30 or chapter 33, enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under the jurisdiction of a community college district governing board within three years after the veteran's discharge from active duty service of ninety or more days or within three years after the service member's death in the line of duty following a period of active duty service of ninety or more days or who remains continuously enrolled beyond the three year period following the discharge of the veteran or the service member's death shall be granted immediate classification as an in-state student and does not lose in state student classification if the person has demonstrated objective evidence of intent to be a resident of this state that, for the purposes of this section, includes at least one of the following:

Students are required to submit the following:

2.2.2 Admission Information

1. Certificate of eligibility letter from the VA awarding chapter 30 or 33 benefits or the Fry scholarship, or the Dept. of Defense document approving the transfer of ch. 33 Benefits.
2. DD-214 proving a minimum of 90 days service and no more than 3 years since discharge or since death of veteran.
3. Students must also provide at least one of the following:
   A) Registration to vote in this state.
   B) An Arizona driver license.
   C) Arizona motor vehicle registration.
   D) Employment history in Arizona.
   E) Transfer of major banking services in Arizona.
   F) Change of permanent address on all pertinent records.
   G) Other materials of whatever kind or source relevant to domicile or residency status.

9. Per Arizona state law, a person who is honorably discharged from the armed forces of the United States on either active duty or reserve or National Guard status, or who has retired from active duty or reserve or National Guard status, shall be granted immediate classification as an in-state student on honorable discharge from the armed forces and, while in continuous attendance toward the degree for which currently enrolled, does not lose in-state student classification if the person has met the following requirements:
   A. Registered to vote in this state.
   B. Demonstrated objective evidence of intent to be a resident of Arizona which, for the purposes of this section, include at least one of the following:
      1. An Arizona driver license
      2. Arizona motor vehicle registration
      3. Employment history in Arizona
      4. Transfer of major banking services to Arizona
      5. Change of permanent address on all pertinent records
      6. Other materials of whatever kind or source relevant to domicile or residency status
      7. A person who is a member of an Indian tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.

2.2.2 Admission Information

II. Alien In-State Student Status

1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.
2. In accordance with the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (P.L. 104-208; 110 Stat. 3009-546), a person who was not a citizen or legal resident of the United States or who is not lawfully present in the United States is not entitled to classification as an in-state student pursuant to ARS §15-1802 or entitled to classification as a county resident pursuant to ARS §15-1802.01. A student will be assessed out-of-state tuition until such time that documentation of lawful presence is received in the Office of Admissions and Records/Enrollment Services and (eligibility for) residency is confirmed. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of term will be used for residency determination in subsequent terms.
3. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students:

   A Foreign Government Official or Adopted Child of a Permanent Resident

   E Treaty Traders

   G Principal Resident Representative of Recognized Foreign Member Government to International Staff

   K Spouse or Child of Spouse of a U. S. Citizen, Fiancé or Child of Fiancé of U.S. Citizen

   L Intracompany Transferee, or Spouse or Child

   N6 NATO-6

   V Spouses and Dependent Children of Lawful Permanent Residents
4. Students who hold a current visa and have submitted an I-485 to Citizenship and Immigration Services (CIS), may establish residency if other domicile requirements have been met. Residency eligibility for I-485 applicants may be considered one year after the date on the CIS Notice of Action letter (I-797) confirming application for permanent resident status. Students must provide required residency documentation in addition to the Notice of Action for residency consideration. In establishing domicile, the alien must be in a status that does not prohibit establishing domicile in this state for at least one year immediately preceding the official starting date of the semester.

   Exception: In the event that an alien student's parent is allowed to claim the student as an exemption for state or federal tax purposes (3C.1.2.A) (E.G., The student is under 23 and not emancipated), the student's residence is deemed to the same as the parent's. If the parent holds a visa that is not listed in section 3 above, he or she would not be eligible to establish residency. In such circumstances, the student would likewise be barred notwithstanding his or her own filing of an I-485.

2.2.2 Admission Information

III. Proving Lawful Presence in the United States

All applicants for instate tuition (and other public benefits) must first show at least one of the following documents in accordance with ARS 1-502 to demonstrate that they are lawfully present in the United States by presenting to the Registrar at least one of the following documents:

- An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license.
- A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States.
- A United States certificate of birth abroad.
- A United States Passport.
- A Foreign Passport with a United States Visa.
- An I-94 Form with a Photograph.
- A United States Citizenship and Immigration Services Employment Authorization Document (Work Permit) or Refugee Travel Document.
- A United States Certificate of Naturalization.
- A United States Certification of Citizenship.
- A Tribal Certificate of Indian Blood.
- A Tribal or Bureau of Indian Affairs Affidavit of Birth.

Tribal Members*, the Elderly and "Persons with Disabilities or incapacity of the mind or body," may submit certain types of documents under Section 1903 of the Federal Social Security Act (42 UNITED STATES CODE 1396B, As Amended By Section 6036 Of The Federal Deficit Reduction Act of 2005)**

* A document issued by a federally recognized Indian tribe evidencing membership or enrollment in, or affiliation with, such tribe.

** If you think that this may apply, please contact the Legal Services Department for assistance.

IV. Presumptions Relating to Student Status

Unless there is evidence to the contrary, the registering authority of the community college or university at which a student is registering will presume that:

1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.
2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.
3. A person who has been domiciled in this state immediately before becoming a member of the Armed Forces of the United States shall not lose in-state status by reason of such person's presence in any other state or country while a member of the Armed Forces of the United States.

2.2.2 Admission Information

V. Proof of Residency

When a student's residency is questioned, the following proof will be required:

1. In-State Residency

a. An affidavit signed by the student must be filed with the person responsible for verifying residency.

b. Any of the following may be used in determining a student's domicile in Arizona:

1. Arizona income tax return
2. Arizona Voter registration
3. Arizona Motor Vehicle registration
4. Arizona Driver's license
5. Employment history in Arizona
6. Place of graduation from high school
7. Source of financial support
8. Dependency as indicated on federal income tax return
9. Ownership of real property
10. Notarized statement of landlord and/or employer
11. Transfer of major banking services to Arizona
12. Change of permanent address on all pertinent records
13. Other relevant information

2. County Residency

a. An affidavit signed by the student must be filed with the person responsible for verifying domicile to prove continuous residency in a county for fifty (50) days, and

b. Any of the following may be used to determine a student's county residency:

1. Notarized statements of landlord and/or employer
2. Source of financial support
3. Place of graduation from high school
4. Ownership of real property
5. Bank accounts
6. Arizona income tax return
7. Dependency as indicated on a Federal income tax return
8. Other relevant information

2.2.2 Admission Information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807) (Appendix S-3)

Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions.Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

2.2.3 Other Admission Information

1. Veterans

By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for the honorably discharged veterans with two years' service in the Armed Forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (Also see Withdrawal - Appendix S-7)

2. Ability to Benefit

A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

B. For student enrolled prior to July 1, 2012, an evaluation during the admission process resulted in the student being admitted to the college with the status of Regular, Regular with Provisional Requirements or Special.

i. "**Regular**" status, for the purpose of 2.2.3.2, is granted to an individual admitted to the college who is a high school graduate, has a GED certificate, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law. A student without a high school diploma or GED certification and beyond the age of compulsory high school attendance may be a regular status student if the student has been assessed to benefit from college instruction by receiving qualifying scores on approved assessment instruments. All regular status students must be pursuing a degree/certificate in an eligible program.

ii. "**Regular with Provisional Requirements**" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college who is not a high school graduate, does not have a GED certificate, is beyond the age of compulsory high school attendance, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction requiring developmental/remedial coursework and is pursuing a degree/certificate in an eligible program.

iii. "**Special**" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.

2.2.3 Other Admission Information

3. Transcripts

The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites and for determination of academic standing. The official transcript must be mailed directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. It is the student's responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment

All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7).

2.2.4 Credit For Prior Learning

The Maricopa Community Colleges recognize that learning takes place in a variety of situations and circumstances. Many students have significant, demonstrable learning from experiences outside the traditional academic environment. Therefore, prior learning, not life experience, is the basis for the award of college credit. Students may be awarded no more than 30 credit hours, unless required by a specific program of study, within the Maricopa Community Colleges using one or more of the following assessment methods recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE):

- Articulated Programs;
- Credit By Evaluation; and
- College-Level Equivalency Examinations.

Credit awarded for prior learning does not count as hours in residence for graduation requirements. Exceptions may be granted at some MCCCD colleges for specially approved programs. No more than 20 credit hours may be applied to AGEC. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to meet with a program advisor or contact the college or university they plan to attend. For further information on Prior Learning Assessment, contact the Admissions and Records Office/Office of Student Enrollment Services.

1. Credit by Evaluation

The Maricopa Community Colleges offer credit by evaluation. The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate sponsored training programs and recommends credit awards based on this evaluation. The number of credits listed in the ACE guide are recommendations only.

A college is not required to grant a student the number of credits recommended. The credits are included on a student's transcript.

2.2.4 Credit For Prior Learning

A. Educational Experiences in the Armed Services

The Maricopa Community Colleges may award credit for military experiences based on the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. A student may receive college credit if:

i. Training parallels a discipline area offered through the Maricopa Community Colleges, and

ii. Credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed Basic Training, four (4) credit hours in Physical Education will be awarded as indicated in the ACE Guide and the Community College of the Air Force Catalog. Official documentation of military training is required.

B. College Credit Recommendation Service (CREDIT)

AACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in The National Guide to College Credit for Workforce Training. If a student has received training that appears in the guide, he or she may receive college credit if:

i. training parallels a discipline area offered through the Maricopa Community Colleges, and

ii. credit meets a program requirement or is used as elective credit.

C. Departmental Credit By Evaluation

Students may apply for Departmental Credit By Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, and completing applicable paperwork and other requirements of the college, including payment of required fee. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:

i. The evaluation of a course a second time;

ii. The evaluation of a course while currently enrolled in the course;

iii. To establish credit in a previously completed course; and

iv. To establish credit for a lower level of a course in which credit has been received. Exceptions may be granted at some MCCCD colleges for their unique programs of study.

Certain departments have additional requirements that must be met before credit may be granted through departmental credit by evaluation. When credit is granted as outlined above, a notation of "credit by evaluation," and the number of credits will appear on the student's transcript. These credits are not used in computing the grade point average. Credit by evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

2. College-Level Equivalency Examinations

ACE has published credit recommendations for a number of national standardized examinations such as the ones listed below in the Guide to Educational Credit By Examination. The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent Maricopa Community Colleges coursework as well as elective credit. Scores must be sent directly to the Admissions and Records Office/Office of Student Enrollment Services from the specific testing company(s) before credit is awarded. **All equivalency is subject to future review and possible catalog change.**

2.2.4 Credit For Prior Learning

A. Advanced Placement Examinations

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an Advanced Placement Examination of the CEEB may receive course credit with a score of 3, 4 or 5. Scores must be received directly from CEEB before credit is awarded.

English AP Recommendation:

Exam	Score	Credit Hours/Equivalency
English-Language and Composition	*5 or 4*	*3 credit hrs/ENG101 or Elective Credit (And placement into honors composition at universities)*
English-Literature	*5 or 4*	*3 credit hrs/ ENG101 or Elective Credit (And placement into honors composition at universities)*

Math AP Recommendation:

Exam	Score	Credit Hours/Equivalency
Math-Calculus AB	*5, 4 or 3*	*4 credit hrs/MAT221*
Math-Calculus BC (With AB subcode 3 or higher)	*2 or 1*	*4 credit hrs/MAT 221*
Math-Calculus BC	*5 or 4*	*8 credit hrs/MAT221 & MAT231*
	3	*4 credit hrs/MAT221*
Computer Science A	*5 or 4*	*3 credit hrs/CSC100 or CSC110*

B. College Level Examination Program

The Maricopa Community Colleges may award credit to individuals who have received a score of 500 or more for the 1986 version of the College Level Examination Program (CLEP) General Examinations (610 on the 1978 version) and who meet or exceed the American Council on Education (ACE) recommended scores for awarding credit on the CLEP subject examinations. The ACE credit-granting score recommendation will be 50 (on the 20-80 scale) for all CLEP computer-based exams beginning July 1, 2001.

- Credit received through CLEP is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.
- Rio Salado College and Paradise Valley Community College are national CLEP test sites. For more information on registering for the CLEP examinations, contact Rio Salado College or Paradise Valley Community College.

College Composition:

Exam	Score	Credit Hours/Equivalency
College Composition	*50*	*ENG101 (3) or Elective Credit (And placement into honors composition at universities)*

The Maricopa Community Colleges do not award credit for ENG102 through CLEP examination.

2.2.4 Credit For Prior Learning

Foreign Languages:

Credit earned through CLEP examination for French, German, and Spanish meets the language proficiency requirements of the Maricopa Community Colleges. For CLEP examinations taken prior to July 1, 2001, the Maricopa Community Colleges will grant credit based on the scaled scores indicated below:

Course	Spanish	French	German	Credit
101	50-54	50-54	39-45	4 (101)
102	55-65	55-61	46-50	8 (101 & 102)
201	66-67	62-65	51-59	12 (101 & 102 & 201)
202	68-80	66-80	60-80	16 (101 & 102 & 201 & 202)

At the discretion of the individual college, an oral exam at the 202 level may be administered.

C. Defense Activity for Non-Traditional Education Support Examination Program

The Maricopa Community Colleges may award credit for the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DANTES subject examinations. The Maricopa Community Colleges do not award credit for ENG 102 through DANTES examination. Credit received through DANTES is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

The Assessment Center at Rio Salado College is a national test site. For additional information on registering for DANTES examinations, call **480-517-8560**.

D. American College Testing Proficiency Examination Program

The Maricopa Community Colleges may award credit for the American College Testing Proficiency Examination Program (ACT-PEP) based on the scores earned.

E. Departmental Credit By Examination

Students may apply for Departmental Credit By Examination in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, paying the required fee, and completing the examination and other requirements of the college. See fee schedule for appropriate fees.

Students may not request:

i. To challenge a course a second time;

ii. To challenge a course while currently enrolled in the course;

iii. To establish credit in a previously completed course; and

iv. To establish credit for a lower level of a course in which credit has been received.

- Exceptions may be granted at some MCCCD colleges for their unique programs of study.
- Certain departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
- Only grades of A, B, C, D or P earned as a result of this examination will be recorded on the student's transcript. Fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of "credit by examination," a grade and the number of credits will appear on the student's transcript. The grade is used in computing the grade point average.

2.2.4 Credit For Prior Learning

College Level Examination Program (CLEP)

NOTE: Changes to exams and scores are determined by the respective Statewide Articulation Task Force (ATF). The credit awarded and equivalent courses are established by MCCCD Instructional Councils (ICs). DISCLAIMER: Test scores are continually reviewed and may be updated at any time. Changes will be noted as they occur. Table Revised February 2015

Examination	MCCCD		
General	**Score**	**Sem. Hrs.**	**Equivalency**
College Composition	50 or higher	3	ENG101 (3) or Elective Credit (3) (and placement into honors composition at universities)
College Composition - Modular	50 or higher	0	NT
Humanities	50 or higher	6	Elective Credit
Natural Sciences	53 56	3 6	Elective Credit Elective Credit
Social Sciences and History	50 or higher	3	Elective Credit
Subject			
American Government	ACE Score	3	POS110
American Literature	50 or higher	6	ENH241, 242
Analyzing and Interpreting Literature	ACE Score	3	Elective Credit
Biology	50 or higher	3	BIO Elective Credit*
Calculus (previously Calculus with Elem Functions)	ACE Score	4	MAT221
Chemistry	50 or higher	4	CHM151 (3) and CHM151LL (1)
College Algebra	50 or higher	3	MAT152
College Composition (replaces English Composition with Essay)	50 or higher	4	ENG101 or Elective Credit (and placement into honors composition at universities)
English Literature	ACE Score	3	Elective Credit
Financial Accounting	50 or higher	3	Elective Credit (students pursuing an AAS at a community college may be able to substitute this exam course to meet an accounting requirement, but a substitution is not allowed in a transfer degree. Contact the appropriate department at your community college to see if this is an option.)
French Language, Level 1 (previously French Language)	50-54 55-61	4 8	FRE101 FRE101, 102
French Language, Level 2 (previously French Language)	62-65 66-80	12 16	FRE101, 102, 201 FRE101, 102, 201, 202
German Language, Level 1 (previously German Language)	39-45 46-50	4 8	GER101 GER101, 102
German Language, Level 2 (previously German Language)	51-59 60-80	12 16	GER101, 102, 201 GER101, 102, 201, 202
Human Growth and Development	50 or higher	3	CFS205
Information Systems and Computer Applications	50 or higher	3	Not accepted
Intro to Educational Psychology	ACE Score	3	EDU Elective Credit
Introductory Business Law	50 or higher	3	Elective Credit
Introductory Psychology	50 or higher	3	PSY101
Introductory Sociology	50 or higher	3	SOC101
Macroeconomics, Principles of (replaces Introductory Macroeconomics)	ACE Score	3	ECN211
Management Principles of	50 or higher	0	Not accepted
Marketing, Principles of	50 or higher	0	Not accepted
Microeconomics, Principles of (replaces Introductory Microeconomics)	ACE Score	3	ECN212
Precalculus	50 or higher	5	MAT187
Spanish Language, Level 1 (previously Spanish Language)	50-54 55-65	4 8	SPA101 SPA101, 102
Spanish Language, Level 2 (previously Spanish Language)	66-67 68-80	12 16	SPA101, 102, 201 SPA101, 102, 201, 202
Trigonometry	ACE Score	3	MAT182
U.S. History I - Early Colonization to 1877	ACE Score	3	HIS103
U. S. History II - 1865 to the Present	ACE Score	3	HIS104
Western Civilization I - Ancient Near East to 1648	ACE Score	6	HIS100, 101
Western Civilization II - 1648 to the Present	ACE Score	3	HIS102

***The general studies requirement in Natural Sciences (SQ and SG) and Literacy and Critical Inquiry (L) are not satisfied by CLEP.**

2.2.4 Credit For Prior Learning

Advanced Placement Credit

NOTE: Changes to exams and scores are determined by the respective Statewide Articulation Task Force (ATF). The credit awarded and equivalent courses are established by MCCCD Instructional Councils (ICs). DISCLAIMER:Test Scores are continually reviewed and may be updated at any time. Changes will be noted as they occur. Table Revised February 2015

Examination	Score	MCCCD	Sem. Hrs.
Art - History	5 or 4 3	ARH101, 102 ARH101 or 102	6 3
Art - Studio Art (2-D Design) (previously Art - Studio - General)	5 4	ART112	3 3
Art - Studio Art (3-D Design)	5 or 4	ART115	3
Art - Studio Art (Drawing) (previously Art - Studio - Drawing)	5 4	ART111	3 3
Biology	5 or 4 3	BIO181, 182 BIO100 or Equivalent	8 4
Chemistry	4 5	CHM151/151LL CHM151 & 151LL & CHM152 & 152LL	4 8
Calculus AB (previously Mathematics - Calculus AB)	5, 4, or 3	MAT221	4
Calculus (With Ab subscore 3 or Higher)	2 or 1	MAT221	4
Calculus BC (previously Mathematics - Calculus BC)	5 or 4 3	MAT221 & MAT231 MAT221	8 4
Chinese Language and Culture (previously Chinese - Language)	5 4 3	CHI101 & 102 & 201 & 202 CHI101 & 102 & 201 CHI101 & 102	20 15 10
Comparative Government and Politics (previously Political Science - Comparative Government and Politics)	5 or 4	POS140	3
Computer Science A	5 or 4	CSC100 or CSC110	3
Economics - Macroeconomics	5 or 4	ECN211	3
Economics - Microeconomics	5 or 4	ECN212	3
English - Language and Composition	5 or 4	ENG101 or Elective Credit	3 (and placement into honors composition at universities)
English - Literature	5 or 4	ENG101 or Elective Credit	3 (and placement into honors composition at universities)
Environmental Science	5 or 4	Elective Credit	3
European History	5 or 4	HIS101, 102	6
French - Language	5, 4 or 3	FRE101, 102, 201, 202	16
French - Literature	5, 4 or 3	FRE101, 102, 201, 202	16
German - Language	5, 4 or 3	GER101, 102, 201, 202	16
German - Literature	5, 4 or 3	GER101, 102, 201, 202	16
Japanese Language and Culture (previously Japanese - Language)	5 4 3	JPN101, 102, 201, and 202 JPN101, 102, and 201 JPN101 and 102	20 15 10
Latin: Vergil (previously Latin - Language)	5 4 3	LAT101, 102, 201, 202 LAT101, 102, 201 LAT101, 102	16 12 8
Music Theory (previously Music)	5 or 4	MTC105 & MTC106	4
Physics B: Physics 1 – Mechanics Only (2014-2015)	3 4 or 5	 NT PHY111	 - 4
Physics B: Physics 1 – Electricity & Magnetism Only (2014-2015)	3 4 or 5	 NT PHY112	 - 4
Physics B (2013-14)	5 4	PHY111 and PHY112 PHY111	8 4
Physics C - Electricity and Magnetism	5, 4, or 3	PHY112	4
Physics C - Mechanics	5, 4, or 3	PHY111	4
Psychology	5 or 4	PSY101	3
Spanish - Language	5, 4 or 3	SPA101, 102, 201, 202	16
Spanish - Literature	5, 4 or 3	SPA101, 102, 201, 202	16
Statistics	5, 4 or 3	MAT206	3
U.S. Government and Politics (previously Political Science - American Government)	5 or 4	POS110	3
U.S. History (previously History - American)	5 or 4	HIS103, HIS104	6

Amended by CCTA February 2015

2.2.4 Credit For Prior Learning

F. International Baccalaureate Diploma/Certificate

Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit. MCCCD College grants credit for college-level courses only. Credit is awarded according to the "International Baccalaureate Diploma/Certificate Credit" table.

International Baccalaureate Diploma/Certificate Credit

Note: Changes to exams and scores are determined by the respective Statewide Articulation Task Force (ATF). The credit awarded and equivalent courses are established by MCCCD Instructional Councils (ICs). DISCLAIMER: Test scores are continually reviewed and may be updated at any time. Changes will be noted as they occur. Table Revised February 2015.

Examination	Score	Sem. Hrs.	MCCCD Equivalency
Biology	7 or 6	8	BIO181, 182
	4 or 5	4	BIO100 or equivalent
Business and Management	5 or higher	3	Elective Credit
Chemistry	7, 6, or 5	8	CHM151 & 151LL & CHM152LL
	4	4	CHM151 & CHM151LL
Economics	7, 6, or 5	6	ECN211, 212
English A	7, 6, or 5	3	ENG101 or Elective Credit
English B	No Credit		None
Foreign Language A or B	7, 6, or 5	8	Foreign Language 201, 202
	4	8	Foreign Language 101, 102
Geography (previously Human Geography)	5 or higher	3	GCU102
History (previously History - American)	7, 6, or 5	6	HIS103, 104
	4	3	HIS103
History (previously History - European)	7, 6, or 5	6	HIS101, 102
	4	3	HIS101
Mathematics HL Mathematics SL Mathematical Studies SL Further Mathematics SL (previously Mathematics)	7, 6, or 5	4	MAT221
Physics	7, 6, or 5	8	PHY111, 112
	4	4	PHY111
Psychology	5 or higher	3	PSY101
Social and Cultural Anthropology	7, 6, 5, or 4	3	ASB102
Visual Arts (previously Art/Design)	7, 6, or 5	6	ART111, 112
	4	3	ART112

2.2.4 Credit For Prior Learning

3. Health Care Integrated Educational System (HCIES) Credit for Prior Learning

National/Regional Credential Recognition

Students who have recognized credentials related to healthcare may request an evaluation for course competency equivalency on a case-by-case basis through the Integrated Competency Assessment Network (ICAN). For more information contact the ICAN office at **480-731-8240** or by e-mail at ican@domail.maricopa.edu. Website: **http://healthcare.maricopa.edu/healthcarecourses.php**. When national or regional credentials are determined to be equivalent to the competencies demonstrated in corresponding courses, the recognition of external credentials will fulfill graduation credit requirements for the identified courses through Credit by Evaluation.

Credit by Examination and Credit by Skills Demonstration Assessment

Health care students may apply for credit for prior learning in certain courses. *Specific information and required forms can be found on* **http://healthcare.maricopa.edu/healthcarecourses.php.** Credit by Examination in the HCIES is determined through the use of HCIES Competency Assessment Tests (CATs) and/or Skills Demonstration Assessment under the direction of the HCIES Integrated Competency Assessment Network (I CAN). Students may apply for HCIES Health Care Pathway/Program Advanced Placement in certain courses by obtaining the appropriate form(s) in the Admissions and Records Office/Office of Student Enrollment Services, paying the required fee(s), and successfully completing the examination and/or skills demonstration and other requirements of the college. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:

A. To challenge a course a second time;
B. To challenge a course while currently enrolled in the course;
C. To establish credit in a previously completed course; or
D. To establish credit for a lower level of a course in which credit has been received.

Certain health care pathways/programs have additional requirements which must be met before credit may be granted through HCIES credit by examination and credit by skills demonstration assessment.

Grades of A, B, C, D, or P, earned as a result of examination or skills assessment will be recorded on the student's transcript. Fees are not refundable after the examination/skills demonstration has been administered, regardless of results. A grade of P/Z is not used in computing the grade point average.

When credit is granted as outlined above, a notation of "Credit by Examination," "Credit by Evaluation," or "Credit by Skills Demonstration" and the number of credits will appear on the student's transcript. If a grade is assigned, it will be used in computing the grade point average.

4. Transferring to the Maricopa Community Colleges

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed directly from the source institutions to the Admissions and Records/Enrollment Services Offices of the receiving institutions. The Admissions and Records/Enrollment Services Offices at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request.

The Maricopa Community Colleges may transfer in coursework if:

- The coursework was completed at colleges and universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and/or Western Association of Schools and Colleges. The Maricopa Community Colleges will not award credit for courses completed at institutions not regionally accredited.
- The coursework was earned with a grade of C or better.
- The coursework was taken at another Arizona community college to fulfill general education requirements for the Arizona General Education Curriculum (AGEC).

2.2.4 Credit For Prior Learning

Conditions of Transfer Credit:

- Acceptance and applicability of courses from another Maricopa Community College that fulfill requirements other than general education is determined by individual Maricopa Community Colleges.
- The award of transfer credit shall not express or imply that all transfer credit will be fully applicable toward all Maricopa associate's degree and certificate requirements.
- Developmental coursework (below 100-level) is accepted for the purpose of fulfilling course prerequisites. The credit does not apply toward a degree or certificate.
- Courses with different credit systems (quarter hours, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credit hours for each quarter hour.
- The age of credit may be considered in applying credit toward degrees and certificate programs.
- College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the ministry of education in that country. It is the student's responsibility to submit all foreign and international transcripts to one of the international credential evaluation to be translated into English, evaluated on a course-by-course-basis, and sent directly to the receiving colleges. Contact your college admissions and records/enrollment services office to obtain a list of approved agencies.
- For military credit, credit by examination, credit by evaluation, and CLEP/AP/IB see the section for *Credit For Prior Learning*.

A. Transfer Credit from MCCCD and Established Articulation Agreements

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to four year colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with private, public, and international baccalaureate degree granting institutions that have achieved full accreditation or candidacy status with a regional accreditation commission. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the district. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts from all institutions attended.

Articulated transfer programs and pathways between the Maricopa Community Colleges and Baccalaureate-granting institutions [such as the Maricopa-ASU Pathway Program (MAPP), the U of A Bridge program, CONNECT2NAU and 90/30 transfer agreements] are official, recognized programs of study that fulfill both Associate's degree and Bachelor's degree requirements. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a four-year college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study.

B. Articulation and Transfer Agreements

i. **Maricopa Skill Center and the Southwest Skill Center:** The Maricopa Community Colleges have articulation agreements with the Maricopa Skill Center and the Southwest Skill Center in limited areas of study. Students who have participated in these agreements may be granted credit for prior learning. No fees will be assessed for credits awarded for prior learning. Articulated course/program credit is transferable within the Maricopa Community Colleges, but may not necessarily be transferable to other universities and colleges. Students should contact the admissions and records office/office of student enrollment services for specific information related to these agreements.

2.2.4 Credit For Prior Learning

ii. **Arizona Public Community Colleges and Universities:** Maricopa is a participant in the Arizona statewide transfer system. The **aztransfer.com** website is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on **aztransfer.com** is the course equivalency guide (CEG), which shows how institutions have agreed to transfer coursework from Arizona public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific bachelor's degrees. **www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG**

iii. **Domestic (U.S) and International Institutions:** The Maricopa Community Colleges have transfer agreements with U.S. universities and colleges that are regionally accredited as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through district-wide articulation agreements and are designed to help students maximize their transfer credit toward a bachelor's degree. To access a list of institutions with which Maricopa has established articulation agreements, visit: http: **www.maricopa.edu/academic/ccta/artic/partner_list.php**

C. Limitations on the Transfer of Credit

Generally, the following types of courses are not intended for transfer. Contact the Admissions and Records office at your college for specific information.

i. Remedial/developmental courses or courses numbered below 100
ii. Arizona government university courses
iii. Cooperative education
iv. Experimental courses
v. Post baccalaureate courses
vi. Contractual training for business, industry, and government
vii. Some forms of credit for prior learning
viii. Non-credit courses

D. Time Limit for Transfer Coursework

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

E. Shared Unique Numbering (SUN) System Course Information

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The shared unique number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona's public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it could still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on aztransfer.com. The SUN system does not address the applicability of courses. Students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit: **www.azsunsystem.com**.

2.2.4 Credit For Prior Learning

5. Servicemen's Opportunity College

The Maricopa Community Colleges recognize the unique educational problems confronting many active duty military personnel in attaining their educational goals. The colleges have, therefore, established themselves as Servicemen's Opportunity Colleges. This means that the colleges recognize the peculiar needs of military personnel in that they provide courses on the various military bases located in Maricopa County and provide opportunities to complete courses through non-traditional means when education is interrupted by military obligations. Maricopa Community Colleges maintain liberal entrance requirements, offer maximum credit for educational experiences obtained in the Military Services, and follow residency statutes applicable to the special needs of servicemen. Maricopa Community Colleges follow the recommendations established by the American Council on Education. If, for any reason, Maricopa Community Colleges' status as a Servicemen's Opportunity College District is discontinued, it will nonetheless maintain its commitment to students previously enrolled. In addition, the option to enter into a "contract for a degree" allows the community college, as the college of record, to grant a degree upon completion of twelve (12) credit hours at the college and the satisfaction of graduation requirements.

2.2.6 Academic Advising and New Student Orientation

1. Academic Advising

Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer on to a college/university to complete a Bachelor's degree, will be required to meet with an academic advisor prior to the start of their first semester at a MCCCD college.

i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach program are considered first time to college.

2. New Student Orientation

Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer on to a college/university to complete a Bachelor's degree, will be required to attend New Student Orientation prior to the start of their first semester at a MCCCD college.

i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach program are considered first time to college.

3. Students Attending College for the First Time

Students who will be attending college for the first time and intend to earn an Associate's degree or transfer to a college/university to complete a Bachelor's degree, and who test into one or more developmental education courses, will be required to successfully complete a college success course (CPD150 or CPD/AAA115) within the first two semesters at a MCCCD college.

i. Recent high school students who received MCCCD credits through dual/concurrent enrollment, ACE, Hoop of Learning, or any MCCCD early outreach program are considered first time to college.

2.2.7 Student Assessment and Course Placement

2.2.7 Student Assessment Course Placement

1. Testing for Course Placement

A. Students will be required to complete a course placement test under any one of the following conditions:

   i. The student is taking his or her first college credit English, reading or math course, or any college course for which English, reading or math is a prerequisite.

   ii. The student is pursuing a degree or transfer pathway and does not have current valid district approved course placement scores on file or does not have previous college credit in English, reading and math.

   iii. The student for whom English is not the primary language and is taking his or her first English as a Second Language class is required to take a test of English proficiency.

B. Course placement scores will be valid for two years.

C. Reading Placement Scores that indicate "Exempt from CRE101" Do Not Expire.

D. Students will be permitted one re-test in English, reading, or math level at least a 24-hour waiting period. ONE additional re-test is permitted no sooner than three months from the oldest valid score date at any course placement testing site.

E. The vice president of student affairs or designee may approve re-testing for students with special needs or circumstances. The re-test date will then serve as the date of record.

F. Students will be exempt from a course placement test if at least one of the following conditions apply:

   i. The student has earned an associate or higher degree from a regionally accredited college.

   ii. The student has earned college credits from a regionally accredited college in English, reading, and math with a grade of C or higher.

   iii. The student has currently valid district approved course placement scores on file.

G. The student who is exempt from a course placement test must fulfill the minimum graduation requirements.

2. Course Placement

A. Students who enroll in English, reading, or math will be advised and placed into courses based on valid district approved scores.

B. Students who test into course(s) that are below college-level (i.e., below 100-level) will be advised and placed into the course(s) within the first two semesters enrolled.

C. A department/division chair or designee may grant a course placement waiver under special circumstances. The signed waiver will be noted on the student's electronic record.

3. Implementation of Policy

To ensure consistency of the course placement process within the Maricopa Community Colleges:

A. All colleges shall accept the same approved course placement instruments.

B. All colleges shall adhere to the same approved cut-off scores.

C. Course placement scores will be valid for two years.

D. Reading placement scores that indicate "Exempt from CRE101" Do Not Expire.

2.2.7 Student Assessment and Course Placement

4. Evaluation

The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

2.2.8 Registration

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.

Class Registration Deadlines

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through **my.maricopa.edu** will end at 11:59 pm on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.
2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 pm on the day before the class starts.
3. Exceptions:
    a. Exceptions to class registration deadlines require permission of appropriate instructor(s) and approval of the appropriate department/division chair or designee.
    b. Exceptions are limited to:
        i. Courses requiring permission of instructor
        ii. Courses requiring auditions or try-outs
        iii. Courses for Special Populations or Cohorts
        iv. Enrollment in an alternate section of a course taught by the same instructor
        v. Enrollment in an alternate section of a course taught by a different instructor
        vi. Course level changes
        vii. Students dropped for non-payment during the 100% refund period may be reinstated if they attended since the first class meeting.
        viii. Students dropped due to human or system errors may be reinstated if they attended since the first class meeting.
        ix. Other exceptions may be granted after faculty consultation with the student

2.2.9 Tuition and Fees Policy

2.2.9 Tuition and Fees Policy

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community Colleges Governing Board under the laws and regulations of the State of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice. All students are classified for tuition purposes under one of the following residency classifications:

1. Maricopa County resident
2. Out-of-County resident
3. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to the Concurrent Enrollment in Arizona Public Institutions of Higher Education policy under the Residency section of this publication.)

1. Time of Payment

All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the fee schedule approved by the Maricopa Community Colleges Governing Board.

2. Tuition and Fees Schedule (Effective July 1, 2014 for Fall, Spring, and Summer Sessions)*

Current information can be found at:

www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-4.php

The following is the tuition and fees schedule for **2015-2016** and is provided for reference. ***These tuition and fees are subject to change.*** Consult the college's Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4.

2.2.9 Tuition and Fees Policy

Appendix S4: Tuition & Fee Schedule

Student Status

2015-2016	Maricopa County Resident (in County)	In County Resident Audit Rate	Out of County Resident	Non-Resident Living in Arizona	Non-Resident Study Abroad Program	Non-Resident Distance Learning	Western Undergraduate Exchange (WUE)
	IN-STATE			OUT-OF-STATE			
Credit Hours	A	B	C*	D**	E	F***/+	G
1	$84.00	$109.00	$366.00	$325.00	$204.00	$215.00	$126.00
2	$168.00	$218.00	$732.00	$650.00	$408.00	$430.00	$252.00
3	$252.00	$327.00	$1,098.00	$975.00	$612.00	$645.00	$378.00
4	$336.00	$436.00	$1,464.00	$1,300.00	$816.00	$860.00	$504.00
5	$420.00	$545.00	$1,830.00	$1,625.00	$1,020.00	$1,075.00	$630.00
6	$504.00	$654.00	$2,196.00	$1,950.00	$1,224.00	$1,290.00	$756.00
7	$588.00	$763.00	$2,562.00	$2,275.00	$1,428.00	$1,505.00	$882.00
8	$672.00	$872.00	$2,928.00	$2,600.00	$1,632.00	$1,720.00	$1,008.00
9	$756.00	$981.00	$3,294.00	$2,925.00	$1,836.00	$1,935.00	$1,134.00
10	$840.00	$1,090.00	$3,660.00	$3,250.00	$2,040.00	$2,150.00	$1,260.00
11	$924.00	$1,199.00	$4,026.00	$3,575.00	$2,244.00	$2,365.00	$1,386.00
12	$1,008.00	$1,308.00	$4,392.00	$3,900.00	$2,448.00	$2,580.00	$1,512.00
13	$1,092.00	$1,417.00	$4,758.00	$4,225.00	$2,652.00	$2,795.00	$1,638.00
14	$1,176.00	$1,526.00	$5,124.00	$4,550.00	$2,856.00	$3,010.00	$1,764.00
15	$1,260.00	$1,635.00	$5,490.00	$4,875.00	$3,060.00	$3,225.00	$1,890.00
16	$1,344.00	$1,744.00	$5,856.00	$5,200.00	$3,264.00	$3,440.00	$2,016.00
17	$1,428.00	$1,853.00	$6,222.00	$5,525.00	$3,468.00	$3,655.00	$2,142.00
18	$1,512.00	$1,962.00	$6,588.00	$5,850.00	$3,672.00	$3,870.00	$2,268.00

** Students from any other county in Arizona are considered Maricopa County residents (in county) due to a reciprocal arrangement with that county. Reciprocal agreements allow for in-county tuition rates for residents of all Arizona counties except Apache or Greenlee counties without an Out-of-County Residence Affidavit.*

*** According to ARS §15-1802F, "A person who is a member of an Indian tribe recognized by the US Department of the Interior whose reservation lies in this state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student." Therefore, unclassified and out-of-state surcharges do not apply to such students.*

**** According to ARS §15-1470, community college districts may offer credit and noncredit courses and services outside of this state. A district is not entitled to state aid payments for students who are provided courses and services outside of this state.*

+ This rate applies to out-of- state resident students who are taking distance learning courses or students who are taking classroom-based credit courses through a contract agreement between MCCCD and the company they work for. This rate does not apply to Study Abroad Programs as there is a separately calculated rate for those students.

2.2.9 Tuition and Fees Policy

A. Determine Student Residency Status

Refer to admissions information (AR2.2.2) of the college catalog for residency information and to review the requirements for classification as a Maricopa county resident. Contact the Admissions and Records Office/Office of Student Enrollment Services if you have questions about residency requirements.

B. Use the Chart to Locate Tuition Charges

Determine the correct column based on your residency status and then select the number of credit hours. The general tuition chart is provided for reference only.

C. Add Any Additional Fees

A one-time, per semester $15 registration fee is due by the official start of the term (semester) or by the specified due date or at time of registration.

D. There may also be additional course fees for classes, please refer to the college schedule for course fees.

E. If you choose to audit a class, add an additional fee of $25 per credit hour.

F. Additional course fees may apply for specific courses. Check with the college's Admissions and Records Office/Office of Student Enrollment Services for a current listing of course fees.

G. Pay Your Fees

Payment of fees may be made by cash, check, money order, VISA, MasterCard, Discover or American Express. Payment Plan options are also available.

NOTE*: If you do not pay your tuition and fees at the time of registration or by the specified due date, you may be dropped from your classes and may be responsible for the tuition and fees based on the refund schedule which outlines the refund deadlines for each course.*

Skill Center Tuition Rates

Regular	$5.00 per contact hour
Nursing Assistant	$6.00 per contact hour
Practical Nursing	$6.00 per contact hour

Credit by Examination & Credit by Evaluation (excludes Allied Health courses)

Regular Rate	$84.00 per credit hour
Contract Rate	$42.00 per credit hour

3. Outstanding Debts

Any debt or returned check may revoke a student's current enrollment and the student's right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

Rio Salado College Specific Course Fees

Courses may require a course fee in addition to applicable tuition and fees. For current course fee information, please see the online class schedule at **www.riosalado.edu/schedule** or contact the Cashiers Office at **480-517-8334**.

2.2.9 Tuition and Fees Policy

The following procedure will be used for the collection of returned checks and other outstanding debts:

A. The designated college official or fiscal officer is responsible for:
   i. Verifying the student's district wide debt,
   ii. Attempting to notify the student of the debt and
   iii. Attempting to collect the debt.

B. Maricopa Community College services may be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.

C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:
   i. Collection agency, requiring payment of collection fees by the student;
   ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;
   iii. Litigation, requiring payment of court costs and legal fees by the student.

D. Debt Holds may be lifted only in limited instances by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:
   i. MCCCD staff verify that full payment has been made to another College;
   ii. The College can deduct payment from a financial aid award made to the student (referring to student authorization guidelines for regulations on applying federal financial aid to debt balances);
   iii. A third party not related to the student, such as an employer or state agency, makes a verified payment directly to the College;
   iv. It is determined and verified with the appropriate MCCCD office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

Admission Criteria to Attend a College within the Maricopa Community College District (MCCCD) is determined in accordance with state law (ARS §§15-1805.01 AND 15-1821) and regulations of the Maricopa Community Colleges Governing Board and the Chancellor. As such, participants enrolled in courses as part of third party agreements are also subject to the same admissions criteria. This includes the participants resolving any current enrollment or administrative holds that are unrelated to the Third party in an existing student account, but that otherwise impact his/her eligibility to enroll in courses or participate in programs delivered by MCCCD faculty or staff.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups

   The Maricopa Community College District waives tuition and student activity fees for credit-hour courses for employees and their dependents, and for legislatively mandated groups. Special fees and fees for Non-Credit/Special lnterest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community

   Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.

2.2.10 Refund Policy

2.2.10 Refund Policy

1. Refund Policy for Credit Classes

Students who officially withdraw from credit classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, class and registration processing fees. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Length of Class	Official Withdrawal Deadlines for 100% Refund*
1-9 calendar days	Prior to the class start date
10-19 calendar days	1 calendar day including the class start date
20-29 calendar days	2 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
70+ calendar days	7 calendar days including the class start date

** Course fees and registration processing fees will be refunded only if the student qualifies for a 100% refund. Debts owed to any MCCCD college must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Requests for exceptions to the refund policy must be filed within one year from the semester in which the course was taken.*

2. Refund Policy for Non-Credit Classes

Unless otherwise specified, students must drop non-credit classes prior to the course start date to be eligible for a 100% refund.

Please Note: At Rio Salado College, the 100% Refund Policy for Non-Credit Classes will follow the schedule used for credit classes shown above in the "Refund Policy for Credit Classes" section, unless otherwise specified.

3. Canceled Classes

When a class is canceled by the college, a 100% refund will be made.

4. Refund Exceptions

Students withdrawing from a college or from courses for one of the following reasons must submit a written request for a refund exception to the Admissions and Records Office/Office of Student Enrollment Services or designated college official:

A. A student with a serious illness, verifiable by a doctor's written statement that the illness prevents the student from attending all classes for the semester. The doctor's statement must be on file with the college before a refund can be given.

B. Serious illness or death of an immediate family member that prevents the student from attending all classes for the semester. Immediate family members include spouse/partner, father, mother, grandfather, grandmother, child, foster child, grandchild, stepchild, sibling, stepsibling, stepfather, stepmother, or spouse's/partner's father, mother, grandfather, grandmother, or in-laws in any one incident. Appropriate documentation must be provided before a refund can be given.

2.2.10 Refund Policy

C. Death of a student. Appropriate documentation must be provided before a refund can be given.

D. A student in the Armed Forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided courses have not been completed.

Requests for a total withdrawal from a college or courses for one of the above reasons may result in a partial prorated refund of tuition, provided courses have not been completed. All decisions made by the college are final.

Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

2.2.11 Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid or Maricopa County Community College District (MCCCD) scholarships. Under Arizona law, any information the student provides about his or her legal status when applying for financial aid or publicly funded scholarships may be subject to mandatory reporting to federal immigration authorities. This does not apply to applications for the private scholarship funds held in and distributed by the Maricopa Community Colleges Foundation.

The office of financial aid may request to have the validity of a student's high school completion evaluated if either the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. An evaluation may be conducted on the basis of any of the following:

- Alerts, bulletins, or similar communications provided by any state, federal, or other governmental agency, another institution, a professional or similar organization, or any other resource that might provide information helpful to the evaluation;
- A transcript or other record received from another institution the student may have attended;
- The contents of the student's Free Application for Federal Student Aid, student information form, or any other information the student provides to the college;
- The independent professional judgment by any official of the office of student financial aid.

How to Apply for Federal Financial Aid

New students must complete the Free Application for Federal Student Aid (FAFSA) or FAFSA on the Web at **http://www.fafsa.ed.gov/**. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the Web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.

2.2.11 Student Financial Assistance

Types of Aid

Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources.

The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at **www.maricopa.edu/foundation/apply/index.php** or by calling **480-731-8400**.

Distribution of Aid

Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities

Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress

Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Please note: Subject to change. For current policy updates, please visit: **www.riosalado.edu/financial_aid**

Refunds and Repayments

In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school. For a student receiving Financial Aid, also see Appendix S-7 for Withdrawal procedures.

Verification of Information

1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in **my.maricopa.edu**. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student's eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.
2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student's award may be adjusted or canceled.

2.2.11 Student Financial Assistance

3. The required forms and documents a student submits for verification will be compared to the information reported on the student's FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in **my.maricopa.edu**. . If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Award Amount and Level of Enrollment

Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

Repeated Coursework and Financial Aid Enrollment Status

Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of title IV, HEA program (federal financial aid) eligibility.

Evaluation Period

Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each semester; fall, spring and summer. Programs less than one year in length will be evaluated at the midpoint of the program. Non-standard sessions will be evaluated at the completion of the session.

Standards of Satisfactory Academic Progress

Standards of Satisfactory Academic Progress (SAP) are evaluated on each of the three measurements outlined below. Failure to meet any of these standards will result in suspension of eligibility for financial aid.

Note: Grades of F, I, N, W, X, Y, Z, and courses not yet graded are considered attempted but not meeting progress standards for the purposes of financial aid.

2.2.11 Student Financial Assistance

- **Grade Point Measurement**

  Students must meet the following credit hour/cumulative grade point average (CGPA).

Total Credits Attempted*	Min GPA
≤ 15.75	1.60
16-30.75	1.75
31-45.75	1.90
46 +	2.00

  **for which grade points are computed.*

- **Pace of Progression Measurement**

  Students must successfully complete 2/3 (66.67%) of all attempted course work.

- **Maximum Time Frame Measurement**

  Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

Coursework Treatment in SAP Calculation

Coursework taken during the semester also included in the evaluation:

- Courses funded through a consortium agreement
- All attempted remedial credits
- Repeated coursework

Coursework included in the Pace of Progression evaluation:

- All of those included in the semester evaluation
- All evaluated transfer credits

Coursework included in the Maximum Time Frame evaluation:

- All of those included in the Pace of Progression evaluation
- Any Associates degree or higher earned will be considered to have exhausted maximum timeframe eligibility
- All coursework forgiven through the academic renewal process

Coursework not included in SAP evaluation:

- Audited courses
- Non-credit courses
- Credit by examination
- Credit for prior learning option (as outlined in the college general catalog)

Notification

Students that have applied for federal assistance, but who do not meet the standards, will be notified. This notification will direct students to information regarding the appeal process.

2.2.11 Student Financial Assistance Withdraws

Ineligibility Determination Appeal

Any student who has lost financial aid eligibility due to extenuating circumstances may appeal. Appeal must:

- Be in writing and submitted to the Financial Aid Office where the student is applying for aid.
- Include the extenuating circumstances that caused the student not to meet SAP standards.
- Include appropriate supporting documentation.
- Include how that condition or situation has been resolved thus allowing the student the ability to meet SAP standards.

Students will be notified of the results of their appeal and any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary term or denial.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility

A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Coursework taken at other colleges will not be considered for reinstatement purposes.

Terminology and Information Pertaining to this Policy

- **Summer Sessions** - Enrollment in any or all Summer Sessions within the same calendar year will be considered one term.
- **Non-Standard Session** - Sessions that do not follow the traditional start and end dates for the semester.
- **Attempted Credit** - Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, X, Y, or Z is received and courses not yet graded.
- **CGPA (Cumulative Grade Point Average)** – The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
- **Appeal** – "A process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for title IV, HEA program assistance."
- **Extenuating Circumstance** – Examples are: personal injury or illness, serious illness or death within the immediate family, or other circumstance beyond the reasonable control of the student.
- **Supporting Documentation** – Examples could include: an obituary notice, divorce decree, an accident report, or a letter from a physician, attorney, social services agency, etc.
- **Financial Aid Probation** - –"A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated." A student in this status "may not receive title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student."
- **Academic Plan** – A plan developed through the SAP Appeal Process which will lead a student to qualify for further title IV, HEA program funds.
- **Financial Aid Suspension** – The status assigned upon failing to meet the minimum SAP standards or the terms of a probationary status. Students in this status are not eligible to receive title IV, HEA assistance.

For more information, please contact the college Financial Aid Office.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

Treatment of Title IV Aid When a Student Withdraws

Treatment of Title IV Aid When a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (you may contact the Financial Aid office to define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, OR
2. the entire amount of excess funds. The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. You can view the tuition refund policy and requirements and procedures for withdrawing from school at:
www.maricopa.edu/publicstewardship/governance/adminregs/students/2_2.php

2.2.12 Vaccinations

2.2.12 Vaccinations (As Required By 20 USC §1092(a)(1)(V))

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to enrollment. Certain professional or occupational programs do require particular vaccinations for participation in those programs. More information about these programs can be found on college websites.

2.9 Veterans Services

The Maricopa Community Colleges' veterans' services offices act as liaisons with the Department of Veterans Affairs. Each program must be approved by the Department of Veterans Affairs. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs. Application forms, counseling, advisement and tutoring are available for students who are eligible for veteran's educational benefits. Students applying for veteran's educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Veteran's benefits available:

- Chapter 30 — Montgomery GI Bill
- Chapter 31 — Vocational Rehabilitation (separately served through the local VA office)
- Chapter 32 — VEAP Program
- Chapter 33 — Post 9/11 GI Bill & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 — Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 — Montgomery GI Bill, Selected Reserve
- Chapter 1607 — REAP Reserve Educational Assistance Program

It is the student's responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

Academic Progress Policy for Students Receiving Veteran's Educational Benefits

Credit Hours for Which Grade Points are Computed at Resident Maricopa Community College (A, B, C, D, F, and Y)	Minimum Grade Point Average Required
12-15	1.60
16-30	1.75
31-45	1.90
46 +	2.00

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program be making satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards (see above) will be placed on probation for a maximum of two (2) consecutive semesters. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran's educational benefits, contact the office that serves veterans at your campus.

2.9 Veterans Services

Externship Programs:

The Maricopa Community College's official district course descriptions for credited experiential learning opportunities (internships, externships, practicums, and clinicals) state the amount of hours required in order for a student to receive college credit. The descriptions also indicates if a maximum amount of credit is allowable for any given experiential learning opportunity. Each course that includes an experiential learning opportunity is assigned a Maricopa instructor of record who is responsible for ensuring that the student completes the required hours and assignments in order to receive credit. Additionally, the instructor works extensively with a site supervisor to ensure that the student is making satisfactory progress and meeting the time requirements. The experiential credit process for the student includes the specific course details and learning outcomes, how hours will be tracked, and what is required for grading and course completion. The instructor submits the final grade for the experience. Maricopa's experiential learning process is in compliance with CFR 38 21.4265.

A complete list of internship courses, along with course objectives, can be found on the Maricopa Community College's District – Center for Curriculum and Transfer Articulation website, located at: **http://www.maricopa.edu/academic/ccta/**.

Prior Credit Evaluation:

Department of Veterans Affairs requires that all persons using any type of veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

2.3.1 Academic Load

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50 minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification. As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.

Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.

2.3.1 Academic Load

Students participating in extra-curricular or co-curricular activities or receiving financial assistance may be required to maintain a specified minimum academic load.

Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly

Schedule Changes

Students may change their schedule by following the designated procedures at their college of enrollment. It is the student's responsibility to notify the college if he/she will no longer be attending the class (see Appendix S-7 for Withdrawal Procedures).

2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Appendix S-7 for Withdrawal Procedures.

1. Official Absences

A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

2.3.2 Attendance

2. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

2.3.3 Grading

1. Policy

It is the policy of the Maricopa Community Colleges that a grade will be assigned at the conclusion of the course. Official grades are available on designated college web sites.

Grade Key

A	Excellent	4 grade points per credit hour
B	Above Average	3 grade points per credit hour
C	Average	2 grade points per credit hour
D	Passing	1 grade point per credit hour
F	Failure	0 grade points per credit hour
I	Incomplete	Not computed in grade point average
IP	Course in Progress	Not computed in grade point average
N	Audit	Not computed in grade point average
P*	Credit	Not computed in grade point average
W	Withdrawn, passing	Not computed in grade point average
Y	Withdrawn, failing	0 grade points per credit hour
Z	No Credit	Not computed in grade point average

* A "P" is judged to be equivalent to a grade of C or higher.

2. Incomplete Grade

A. Students who are doing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the request is approved by the instructor, he or she shall define, in a written/electronic contract, how the course will be completed.

B. Students must complete the requirements within the time period agreed to--maximum time allowed is seven (7) months from the last date of class in which the grade of incomplete was assigned. Students who do not complete the requirements within the approved time period will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract.

C. A student's eligibility for financial aid may be jeopardized by an incomplete grade. Refer to the Standards of Satisfactory Academic Progress for details.

2.3.3 Grading

3. Repeating a Course/Improving a Grade

Students who wish to improve a previously earned grade, students may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt to improve a grade. (A "W" or "Y" is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) and credit for repeated courses taken at the same college will automatically be excluded from the grade point calculation. However, if the course(s) were taken at a different Maricopa Community College, students must submit a repeated course petition and an electronic official transcript(s), from that college to the Admissions and Records Office/Office of Student Enrollment Services at the college where the repeated course is to be excluded. Students receiving federal financial assistance and/or benefits should follow up with the Office of Financial Aid and/or Veterans' Services regarding their policies for repeated courses. All enrollments in a course will appear on the transcript. Check individual courses and programs for exceptions.

4. Credit/No Credit Courses (P/Z)

A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).

B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See "Important Deadlines for Students".

C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.

D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.

E. It is the student's responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.

Advisory Note: Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.

5. Audit Courses

A. Auditors are those who enroll in a course for the sole purpose of obtaining information; they receive no credit, grades, homework, or tests. If an auditor wishes to earn credit, he or she must change from audit status to credit status within the first week. If a student wishes to audit a course for which he or she is enrolled for credit, the change must be made within the first five (5) weeks of a semester. Auditors are subject to the same attendance policies as other students and must meet the same prerequisite requirements or obtain approval of the instructor. See the fee schedule for charges. Financial aid is not available for audited courses.

B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly and appear in the "Important Deadlines for Students".

Important Deadlines for Students

6. Important Deadlines for Students (See Appendix S-12)

Class Length	Deadline for Students to Withdraw with Guaranteed Grade of W	Deadline for Students to Withdraw From a Course (Instructor Signature Required)	Deadline for Students to Request Complete Withdrawal	Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)	Deadline to Change from Audit Grade to Credit Grade	Deadline to Change from Credit Grade to Audit Grade
One Week or less (1 to 7 days)	1st Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class	1st Day of Class	1st Day of Class
Two Weeks (8 to 14 days)	3rd Calendar Day	6th Calendar Day	6th Calendar Day	1st Day of Class	1st Day of Class	3rd Calendar Day
Three Weeks (15 to 21 Days)	6th Calendar Day	12th Calendar Day	12th Calendar Day	2nd Calendar Day	1st Day of Class	5th Calendar Day
Four Weeks (22 to 28 days)	9th Calendar Day	17th Calendar Day	17th Calendar Day	3rd Calendar Day	2nd Calendar Day	7th Calendar Day
Five Weeks (29 to 35 days)	12th Calendar Day	23rd Calendar Day	23rd Calendar Day	4th Calendar Day	2nd Calendar Day	9th Calendar Day
Six Weeks (36 to 42 days)	14th Calendar Day	29th Calendar Day	29th Calendar Day	5th Calendar Day	3rd Calendar Day	11th Calendar Day
Seven Weeks (43 to 49 days)	17th Calendar Day	35th Calendar Day	35th Calendar Day	5th Calendar Day	3rd Calendar Day	12th Calendar Day
Eight Weeks (50 to 56 days)	20th Calendar Day	41st Calendar Day	41st Calendar Day	6th Calendar Day	3rd Calendar Day	15th Calendar Day
Nine Weeks (57 to 63 days)	23rd Calendar Day	46th Calendar Day	46th Calendar Day	7th Calendar Day	4th Calendar Day	17th Calendar Day
Ten Weeks (64 to 70 days)	26th Calendar Day	52nd Calendar Day	52nd Calendar Day	8th Calendar Day	4th Calendar Day	19th Calendar Day
Eleven Weeks (71 to 77 days)	29th Calendar Day	58th Calendar Day	58th Calendar Day	9th Calendar Day	5th Calendar Day	21st Calendar Day
Twelve Weeks (78 to 84 days)	32nd Calendar Day	63rd Calendar Day	63rd Calendar Day	10th Calendar Day	5th Calendar Day	23rd Calendar Day
Thirteen Weeks (85 to 91 days)	35th Calendar Day	70th Calendar Day	70th Calendar Day	10th Calendar Day	5th Calendar Day	25th Calendar Day
Fourteen Weeks (92 to 98 days)	38th Calendar Day	76th Calendar Day	76th Calendar Day	11th Calendar Day	6th Calendar Day	27th Calendar Day
Fifteen Weeks (99 to 105 days)	41st Calendar Day	82nd Calendar Day	82nd Calendar Day	12th Calendar Day	6th Calendar Day	28th Calendar Day
Sixteen Weeks or more (106 or more days)	End of the seventh week	Two weeks before the last class period	Two weeks before the last class period	Within 14 days including the first class period	Within first week of class	Within first five weeks of class
Deadlines are based on calendar days and begin with the first day of class.						

2.3.4 Academic Probation (Progress)

2.3.4 Academic Probation (Progress)

1. Probation

A student will be placed on academic probation if, after completion of twelve (12) or more credit hours, the student's cumulative grade point average is less than:

Credit Hours for Which Grade Points are Computed at Resident Maricopa Community College (A, B, C, D, F, and Y)	Minimum Grade Point Average Required
12-15	1.60
16-30	1.75
31-45	1.90
46 +	2.00

(Students should also be aware that graduation requires a cumulative minimum grade point average of 2.00.)

Students on academic probation may take no more than twelve (12) credit hours per semester unless approved by the Admissions and Standards Committee.

2. Continued Probation

A student on academic probation who fails to raise the cumulative grade point average to the required minimum standards (see above) will be placed on continued probation and may be limited to taking six (6) credit hours. Regulations regarding continued probation do not apply to the summer session. Credit hours earned in summer sessions will be included in the cumulative grade point average.

2.3.5 Instructional Grievance Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures.

The appeal process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

Appendix S-6: Instructional Grievance Process

A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing or assignments, shall discuss the issue first with the faculty member involved. This conference shall be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, sex, gender identify, national origin, citizenship status (including document abuse), gender, age, disability, veteran status, genetic information, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.

Steps for students to follow:

1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written grievance with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written grievance must be filed within ten working days following the previous deadline. The written grievance will be given to the faculty member five days before any official meetings are convened.

2.3.5 Instructional Grievance Process

2. Upon receipt of a written grievance, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a grievance which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written grievance will be made available to the faculty member.
3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written grievance with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/center administrative officer will meet with the student, faculty member, the College Faculty Senate President if requested by the faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.
4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.
5. Instructional grievances are resolved at the college level. The District office is not an avenue of appeal for the instructional grievance process.

Note: The grievance process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued.

2.3.12 Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8.

Appendix S-8: Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. Steps for students to follow:

1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.
3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.

2.3.12 Non-Instructional Complaint Resolution Process

4. If the complaint is not resolved at this level within ten (10) working days, the student should forward to the Vice President of Student Affairs or Designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.
5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

2.3.6 Withdrawal

To withdraw from a course or courses from the college, students must follow approved procedures (See Appendix S-7). The Office of Admissions and Records provides information about the withdrawal process. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/ Office of Student Enrollment Services.

Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

Appendix S-7: Student and Faculty Withdrawal Procedures

Student Withdrawal Procedures

1. Withdrawal from Specific Courses

A student may officially withdraw from specific courses in the following ways:

A. Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing – not computed in the grade point average) will be assigned.

B. After the 7th week*, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing--not computed in the grade point average) or Y (withdrawn, failing--computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.

C. A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

** The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the **refund period**.*

2. Complete Withdrawal from College

Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. Withdrawals completed after this time will result in a grade of W (withdrawn, passing – not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).

2.3.6 Withdrawal

The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See **Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the **refund period**.*

3. Withdrawal of Financial Aid Students

In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school.

Faculty Withdrawal Procedures

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus (see AR 2.3.2). Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. A grade of W will be assigned through the 7th week*. After the 7th week*, a grade of W or Y will be assigned. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code.

The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See **Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the **refund period**.*

2.3.7 Academic Renewal

Students who are returning to this college after a separation of five (5) years or more from the Maricopa Community College District, may petition for academic renewal. The request must be in writing and submitted to the Admissions and Records Office/Office of Student Enrollment Services at the college where the grades were earned.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

1. Prior to petitioning for academic renewal, the student must demonstrate a renewed academic performance by earning a minimum of twelve (12) credit hours and a cumulative grade point average of 2.5 or higher within Maricopa Colleges after reenrollment.
2. Upon approval, all courses taken prior to reenrollment with a grade of "A," "B," "C," "D," "F," and "Y" will be annotated as academic renewal on the student's permanent record. All course work affected by academic renewal will not be computed in the grade point average. Courses with grades "A," "B," or "C" will have the associated credit hours counted in the total credit hours earned. Such credit will not be computed in the grade point average.
3. All course work will remain on the student's permanent academic record, ensuring a true and accurate academic history.
4. The academic renewal policy may be used only once at each college and cannot be revoked once approved.
5. Students who have been granted Academic Renewal must also meet the Financial Aid Standards of Academic Progress if they wish to receive financial aid.

2.3.8 Honors Program

2.3.8 Honors Program

Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program and available scholarships, including the Chancellor's, Foundation's, and President's Scholarships.

President's Honor List

The President's Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

I. Sex Discrimination and Sexual Harassment

"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 education program or activity receiving federal financial assistance . . . ." 20 USC §1681 / 34 C.F.R. Part 106.

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law. Discrimination under this policy is an unequal treatment of a student based on the student's actual or perceived gender, sexual orientation, or pregnancy. This policy prohibits sexual harassment and discrimination in any college education program or activity, which means all academic, educational, extracurricular, athletic and other programs.

This policy is subject to constitutionally protected speech rights and principles of academic freedom. Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

A. Sexual Harassment

Any unwelcome verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any MCCCD educational program or activity. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for allegations of sexual harassment under this policy. Sexual harassment can occur regardless of the relationship, position or respective sex of the parties. Sexual harassment includes hostile environment harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, dating violence, and stalking. Same sex sexual harassment violates this policy. Sexual harassment by and between students; employees and students; and campus visitors and students is prohibited by this policy.

Depending on the particular circumstances, sexual harassment may include, but is not limited to, the following:

1. Physical assaults of a sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, poking, or brushing against another individual's body in a sexual manner.
2. Offering or implying an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

3. Threatening or taking a negative educational action (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity) or intentionally making the individual's academic work more difficult because sexual conduct is rejected.
4. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
5. Explicit sexual comments by one or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
6. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student's sexuality or sexual experience. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational environment that is hostile or abusive. A single incident involving severe misconduct may rise to the level of sexual harassment.

B. Hostile Environment Harassment

Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that is sufficiently serious (i.e., Severe, pervasive, or persistent) and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

A hostile environment can be created by anyone involved in a college program or activity (e.g., Administrators, faculty members, students, and campus visitors or contractors). Mere offensiveness is not enough to create a hostile environment. Although repeated incidents increase the likelihood that harassment has created a hostile environment, a serious incident, such as a sexual assault, even if isolated, can be sufficient.

In determining whether harassment has created a hostile environment, consideration will be made not only as to whether the conduct was unwelcome to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as objectively offensive. Also, the following factors will be considered:

A. The degree to which the conduct affected one or more students' education;
B. The nature, scope, frequency, duration, and location of incident or incidents;
C. The identity, number, and relationships of persons involved;
D. The nature of higher education.

C. Sexual Assault

An act involving forced or coerced sexual penetration or sexual contact.

D. Inducing Incapacitation For Sexual Purposes

Using drugs, alcohol, or other means with the intent to affect, or having an actual effect on, the ability of an individual to consent or refuse to consent to sexual contact.

E. Sexual Exploitation

Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and such behavior does not otherwise constitute a form of sexual harassment under this policy. Examples of behavior that could rise to the level of sexual exploitation include:

A. Prostituting another person;
B. Non-consensual visual (e.g., Video, photograph) or audio-recording of sexual activity;

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

C. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;

D. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);

E. Engaging in non-consensual voyeurism;

F. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;

G. Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals;

H. Possessing, distributing, viewing or forcing others to view obscenity.

F. Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors:

A. The length of the relationship;

B. The type of relationship;

C. The frequency of interaction between the persons involved in the relationship.

G. Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

H. Consenting To Sexual Activity

Consent is clear, knowing, and voluntary; it is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in sexual activity.

Consent to one form of sexual activity cannot imply consent to other forms of sexual activity. Previous relationships or consent cannot imply consent in future sexual acts. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion.

Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When people make clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive. In order to give effective consent, one must be age 18 or older.

If you have sexual activity with someone you know to be – or should know to be – mentally or physically incapacitated, you are in violation of this policy. Incapacitation is a state where one cannot make a rational, reasonable decision because one lacks the ability to understand the who, what, where, why or how of that person's sexual interaction.

II. Definitions

Alleged Victim: The person who is the victim of any alleged sexual harassment or discrimination in violation of this policy.

Complainant: A person who has experienced or witnessed, or otherwise knows of sexual harassment or discrimination in violation of this policy and files a formal complaint pursuant to this policy.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

Respondent: The person who is alleged to have engaged in sexual harassment or discrimination prohibited under this policy.

Title IX Coordinator: The vice president of student affairs serves as each respective college's Title IX coordinator. The Title IX coordinator is the individual responsible for providing education and training about discrimination and sexual harassment to the college community and for receiving and investigating allegations of discrimination and sexual harassment in accordance with this policy. The Title IX coordinator is authorized to designate other appropriately trained individuals to investigate discrimination and sexual harassment complaints and reports as deemed appropriate. The contact information for the Title IX coordinator at each college may be found at **http://www.Maricopa.Edu/studentaffairs/studentaffairsatyourcollege.Php**

III. Reporting Discrimination

A. Bystander

No student or employee should assume that an official of the college knows about a particular situation. The college encourages any student who feels he or she has been discriminated against or harassed in violation of this policy to promptly report the incident to the Title IX coordinator. Any student who knows of discrimination or sexual harassment prohibited under this policy that is experienced by another student should report that information to the Title IX coordinator. Before a student reveals information, college employees will try to ensure that the student understands the employee's obligations and, if the student wishes to maintain confidentiality, direct the student to confidential resources. A student may choose to make a full report or request confidentiality as he or she determines.

All members of the college community are expected to adhere to this policy, to cooperate with the procedures for responding to complaints of discrimination and harassment, and to report conduct or behavior they believe to be in violation of this policy to the Title IX coordinator. A duty to report conduct or behavior that violates this policy is imposed on all administrators, supervisors, faculty members, and persons in positions of authority. Such employees perform their duty to report by reporting the conduct or behavior to the Title IX coordinator.

B. College Complaints and Reporting

Any person who has experienced, witnessed, or otherwise knows of sexual harassment or discrimination prohibited under this policy is to report such conduct to the college's Title IX coordinator. The Title IX coordinator is trained to help you find the resources you might need, to explain all reporting options, and to respond appropriately to conduct of concern. Such conduct is to be reported to the Title IX coordinator as soon as possible after it occurs. The Title IX coordinator tracks all reports of sexual harassment or discrimination.

There are several avenues available for any person who experiences, witnesses, or otherwise knows of sexual harassment or discrimination to report such conduct:

- Leave a private voice message for the Title IX coordinator;
- Send a private email to the Title IX coordinator;
- Mail a letter to the Title IX coordinator's office;
- Visit the Title IX coordinator (although it is best to make an appointment first to ensure availability);
- File a formal complaint pursuant to this policy;
- Report to another trusted college official (e.g., Faculty member, coach, advisor) who will provide information as required under the policy to the Title IX coordinator.

If there is an allegation of conduct in violation of this policy about the Title IX coordinator or any staff member who is part of the vice president of student affairs' office, that allegation should be lodged with the president of the college. The president will appoint another trained individual to take the place of the Title IX coordinator for purposes of the allegation.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

C. Retaliation Prohibited

Retaliation occurs when adverse action is taken against a student or employee because he or she has engaged in protected activity such as filing a complaint of discrimination or harassment. Retaliation may be found even when the underlying charge does not constitute discrimination or harassment in violation of this policy, and all persons who participate in a discrimination or harassment proceeding, not only the complaining party, are protected against retaliation. A retaliatory adverse action is an action taken to deter a reasonable person from opposing a discriminatory or harassing practice, or from participating in a discrimination or harassment proceeding, or more generally, from pursuing that person's rights.

D. Criminal Reporting

Please remember that if someone is in immediate danger or needs immediate medical attention, the first place to report is 911. You may also report to college safety or local law enforcement. Some forms of discrimination and harassment may also be crimes. For example, sexual assault, stalking and rape are crimes. Criminal reports should be made to law enforcement, even if it is uncertain whether the particular conduct is a crime. Calling local law enforcement can help you: obtain emergency and nonemergency medical care; get immediate law enforcement response for your protection; understand how to provide assistance in a situation that may escalate to more severe criminal behavior; arrange a meeting with victim advocate services; find counseling and support; initiate a criminal investigation; and answer questions about the criminal process.

E. Confidentiality of Complaints and Reports

Parties in these processes, including the alleged victim, respondent, complainant and witnesses, have privacy rights and reasonable expectations of confidentiality in the investigation of matters subject to this policy. In addition, the integrity of the process depends on ensuring reasonable expectations of confidentiality. The Title IX coordinator or investigator will keep confidential the complaint, report, witness statements, and any other information provided by the alleged victim, respondent, complainant or witnesses, and will disclose this information only to the alleged victim, complainant, respondent, or witnesses as necessary to give fair notice of the allegations and to conduct the investigation; to law enforcement consistent with state and federal law; to other college officials as necessary for coordinating interim measures or for health, welfare, and safety reasons; and to government agencies who review the college's compliance with federal law. The written investigation report and any written decision will be disclosed only to the alleged victim, complainant, respondent, Title IX coordinator, and discipline authority. In the case of employees, the discipline authority is the college administrator with the authority to impose sanctions in accordance with applicable employment policies. In the case of students, the discipline authority is the vice president for student affairs and college officials as necessary to prepare for subsequent proceedings (e.g., College president and MCCCD legal counsel).

F. Anonymous Reporting

The Title IX coordinator accepts anonymous reports of conduct alleged to violate this policy and will follow up on such reports. The individual making the report is encouraged to provide as much detailed information as possible to allow the Title IX coordinator or investigator to inquire into or investigate the report, and respond as appropriate. The Title IX coordinator or investigator may be limited in the ability to follow up on an anonymous report unless sufficient information is furnished to enable the Title IX coordinator or investigator to conduct a meaningful and fair inquiry or investigation.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

IV. Rights of Parties

A. Alleged victim: the alleged victim has the right to:

1. An inquiry and appropriate resolution of all credible allegations of sexual harassment, discrimination, and sexual violence made in good faith to the Title IX coordinator.
2. Be treated with respect by college officials.
3. Have the same opportunity as the respondent to have others present (in support or advisory roles) during an investigation.
4. Report sexual harassment, discrimination, and violence to both on-campus and off-campus authorities.
5. Be informed of the investigation findings and imposed sanctions at the same time as the respondent.
6. Be informed of and afforded access to available counseling, mental health, physical health or student services for victims of sexual harassment, discrimination, and violence.
7. Have notification of and options for, and available assistance in, changing academic and living situations after an alleged act of sexual harassment or discrimination prohibited under this policy, if so requested by the alleged victim and if such changes are reasonably available. No formal complaint, or investigation--campus or criminal--need occur before this option is available. Accommodations may include:
    - Change of on-campus student's housing to a different on-campus location;
    - Assistance from college support staff in completing relocation;
    - Arranging to dissolve a housing contract and pro-rating a refund;
    - Exam, paper, or assignment rescheduling;
    - Taking an incomplete in a class;
    - Transferring class sections;
    - Temporary withdraw from institution;
    - Alternative course completion options.
8. Not have irrelevant prior sexual history admitted as evidence in an investigation.
9. Make a victim-impact statement available to the investigator and decision-maker.
10. Access to available protection against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others.
11. Have allegations of sexual misconduct that might be criminal in nature responded to quickly and with sensitivity by campus law enforcement.
12. Seek reconsideration of the finding of the investigation and any sanction imposed.
13. Review all documentary evidence collected, used, and disseminated during the investigation and sanctioning process.
14. Petition that any member of the investigative process be removed on the basis of demonstrated bias.
15. Have an advocate or advisor present at all phases of the investigation.
16. Present relevant witnesses to the investigator and decision-maker, including expert witnesses.
17. Be fully informed of campus conduct rules and procedures as well as the nature and extent of all alleged violations.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

18. Have MCCCD compel the presence of student, faculty, and staff witnesses.
19. Written notice of the investigation, findings and sanctions.
20. Challenge documentary evidence obtained during the investigation.
21. Be informed in advance of any public release of information regarding the investigation.
22. Give consent for the release of any personally identifiable information contained in the investigation.

B. Immediate Action and Interim Measures

The college may take interim measures to assist or protect the parties during the inquiry or investigation process, as necessary and with the alleged victim's consent. Such measures for an alleged victim may include arranging for changes in class schedules or living arrangements, issuing a no-contact order, obtaining counseling, and modifying test schedules or other class requirements temporarily.

C. Respondent: The Respondent Has The Right To:

1. An inquiry and appropriate resolution of all credible allegations of sexual harassment, discrimination, and sexual violence made in good faith to the Title IX coordinator.
2. Be treated with respect by college officials.
3. Have the same opportunity as the alleged victim to have others present (in support or advisory roles) during an investigation.
4. Be informed of and have access to campus resources for medical, counseling, and advisory services.
5. Be fully informed of the nature, rules, and procedures of the investigation process, and to thorough and timely written notice of all alleged violations, including the full nature of the violation and possible sanctions.
6. Protections of due process required by local, state, or federal law.
7. Not have irrelevant prior sexual history admitted as evidence in an investigation.
8. Make an impact statement available to the investigator and decision-maker.
9. Seek reconsideration of the finding of the investigation and any sanction imposed.
10. Review all documentary evidence collected, used, and disseminated during the investigation and sanctioning process.
11. Present relevant witnesses to the investigator and decision-maker, including expert witnesses.
12. Petition that any member of the investigative process be removed on the basis of demonstrated bias.
13. Have MCCCD compel the presence of student, faculty, and staff witnesses.
14. Challenge documentary evidence obtained during the investigation.
15. Have an advocate or advisor present at all phases of the investigation.
16. An outcome based solely on evidence presented during the investigation. Such evidence should be credible, relevant, based in fact, and without prejudice.
17. Written notice of the investigation, findings, and sanctions.
18. Be informed in advance of any public release of information regarding the investigation.
19. Give consent for the release of any personally identifiable information contained in the investigation.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

V. Due Process

Due process is afforded any employee, student, or visitor accused of sexual harassment or discrimination prohibited under this policy. On receipt of a formal complaint, or upon receipt of credible evidence that sexual harassment or discrimination prohibited under this policy has occurred, an immediate preliminary inquiry will be conducted to determine if there is reasonable cause to believe this policy has been violated. A preliminary inquiry shall be concluded within ten working days following the determination that such reasonable cause exists; however, it may be re-opened in the event additional evidence of a violation of this policy is later discovered. If, following a preliminary inquiry, such reasonable cause is found, a prompt, thorough, impartial investigation will be conducted by a qualified, authorized investigator. An investigation will be conducted using a preponderance of evidence standard. A preponderance of evidence standard means that an investigator will conclude that sexual harassment or discrimination occurred only if the results of the investigation demonstrate it is more likely than not that such conduct took place. If the investigator's final decision is that sexual harassment or discrimination prohibited under this policy occurred, the college will take immediate action to eliminate the harassment or discrimination, prevent its recurrence, and address its effects. Remedies for the victim of sexual harassment or discrimination will also be sought. Violations of this policy may result in disciplinary action up to and including termination for employees; sanctions up to and including suspension or expulsion for students; and appropriate sanctions against campus visitors. This policy applies to prohibited conduct that impacts the educational environment, whether it occurs on or off campus, and covers students, employees, and visitors.

A. Sex Discrimination Grievance Procedures for Students

The purpose of these procedures is to provide a prompt and equitable resolution for allegations of discrimination as prohibited under this policy. Persons believing that they have been subjected to or witnessed, or otherwise know of discrimination or harassment on any of these bases may file a complaint with the college. These procedures address allegations of discrimination or sexual harassment as prohibited under this policy. The procedures also address allegations of retaliation against those who have opposed practices forbidden under the policy, those who have made allegations of discrimination or harassment under the policy, and those who have testified or otherwise participated in enforcement of the policy.

B. Mediation

Alleged victims who believe they have been discriminated against or harassed may choose in certain circumstances to resolve their allegations through mediation. Mediation is an informal and confidential process where parties can participate in a search for fair and workable solutions. An alleged victim may choose to ask the Title IX coordinator to assist in the mediation process.

Allegations that are addressed through mediation are not required to be made in writing. The parties may agree upon a variety of resolutions such as modification of work assignment, training for a department, or an apology. Parties may agree to a resolution that is oral or embodied in a written agreement. With a written agreement, the parties may elect to file it with the Title IX coordinator in the event enforcement becomes necessary. Once both parties reach a mediated agreement, it is final and cannot be the basis of a request for reconsideration. The Title IX coordinator or either party may at any time, prior to a final agreement, decide that attempts at mediation have failed. Upon such notice, the Title IX coordinator may conduct a preliminary inquiry to determine whether this policy has been violated. The mediation process may not be used if the alleged conduct constitutes criminal conduct.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

C. Formal Complaint Process

A person who has experienced, witnessed, or otherwise knows of sexual harassment or discrimination in violation of this policy may file a formal complaint by contacting the Title IX coordinator at each respective college or center. A complainant may file a formal complaint either orally or in writing. The Title IX coordinator will accept formal complaint filings within 300 calendar days of the most recent occurrence of the alleged discriminatory act.

The complainant's documentation in support of a formal complaint should clearly and concisely identify the action, decision, conduct, or other basis that constituted an alleged act or practice of discrimination prohibited under this policy. Upon receipt of a formal complaint, the Title IX coordinator will notify the college president and the office of general counsel. The office of general counsel will assign a case number to the formal complaint.

A copy of the formal complaint will be shared with the respondent within five (5) working days of receipt by the Title IX coordinator. The respondent will be put on notice that retaliation against the complainant, alleged victim, or potential witnesses will not be tolerated and that an investigation will be conducted.

The respondent must provide a written response to the formal complaint within fifteen (15) calendar days of his or her receipt of the formal complaint.

After either accepting a formal complaint or receiving credible evidence that discrimination has occurred, and determining after a preliminary inquiry that there is reasonable cause to believe this policy has been violated, the Title IX coordinator will:

- Designate an investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response) and interviews with appropriate employees and students. The Title IX coordinator may serve as investigator;
- Determine the identity and contact information of the complainant;
- Identify the correct policies allegedly violated;
- Conduct a thorough, reliable, and impartial investigation;
- Complete the investigation promptly (within 60 calendar days, unless—owing to the complexity of the investigation or the severity and extent of the alleged conduct--more time is necessary to complete the investigation);
- Make findings based on the preponderance of evidence; and
- Present the findings to the Title IX coordinator, who will deliver the findings, in writing, within ten (10) working days, to the president, with a recommendation as to the disposition of the matter.

The president shall accept, reject, or modify the recommendation, and provide a written notification of his or her action, along with the findings presented by the Title IX coordinator, to the complainant, alleged victim, and respondent within fifteen (15) calendar days of receiving the findings and recommendation from the Title IX coordinator.

Evidence which is collateral to the allegations of discrimination or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures.

D. Maintenance of Documentation

Documentation resulting from each level in the formal complaint process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the office of general counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

E. Right to Assistance

A complainant, alleged victim or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under the formal complaint process. Such person may attend any investigative interview and advise the complainant, alleged victim or respondent but shall not otherwise participate in the interview. The investigator shall direct communications directly to the complainant, alleged victim and respondent, and not through such individual's attorney or other person providing assistance.

F. Time Frame and Grounds for Filing a Request for Reconsideration

A complainant, alleged victim or respondent who is not satisfied with the decision of the president has ten (10) working days to request, in writing, reconsideration of the decision by the maricopa community college district's executive vice chancellor and provost. There are four grounds upon which a request for reconsideration may be made: (1) the party has new information, unavailable at the time of the investigation; (2) the party has procedural concerns that may change or affect the outcome of the determination; (3) the party perceives that there was insufficient evidence to support the investigators findings; or (4) the party perceives any action taken by the president to be too severe. The executive vice chancellor and provost will review the findings of the investigation and recommendation of the Title IX coordinator, and respond to the request for reconsideration within ten (10) working days from its receipt. The Title IX coordinator shall ensure that, prior to acting on any request for reconsideration, the executive vice chancellor and provost has been fully briefed regarding every component of this policy. If the executive vice chancellor and provost determines that the investigation was not conducted in a fair manner, or that the determination is not consistent with the evidence, or that any disciplinary action is not commensurate with the allegations, the case file will be reopened and assigned for further investigation. If the executive vice chancellor and provost concludes that the investigation was conducted in a proper manner, that the determination is consistent with the evidence, and that any disciplinary action is commensurate with the allegations, he or she will—in writing—certify that the executive vice chancellor and provost has read and thoroughly considered all of the information collected in the investigation, certify that the investigation was conducted in a proper manner and the decision is consistent with the evidence, and deny the request for reconsideration. The written certifications and decision by the executive vice chancellor and provost shall be delivered to the complainant, alleged victim, and respondent promptly after they are issued. At this point, or if no request for reconsideration is made, the investigation into alleged discrimination under this policy is concluded.

G. External Filing of Discrimination Complaint

MCCCD encourages students to use the due process under this policy to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights
U.S. Department of Education
Denver office
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: ocr.Denver@ed.Gov

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

5.1.9 Examples of Policy Violations

It shall be a violation of MCCCD's Sexual Harassment Policy for any employee, student or campus visitor to:

1. Make unwelcome sexual advances to another employee, student or campus visitor;
2. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
3. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
   A. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
   B. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
4. Engage in verbal or physical conduct of a sexual nature that:
   A. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
   B. Creates an intimidating, hostile or offensive work or academic environment;
5. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
6. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);
7. Engage in other sexually harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), sexually degrading words to describe an individual, sexually offensive comments, sexually suggestive language or jokes, innuendoes, and sexually suggestive objects, books, magazines, computer software, photographs, cartoons or pictures. Other sexual misconduct may include sexual exploitation, stalking, and gender-based bullying.
8. Treat a complainant or witness of sexual harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation.

5.1.10 Additional Policy Violations

Supervisors, managers, administrators and faculty who disregard or fail to report allegations of sexual harassment (whether reported by the person who is the subject of the sexual harassment or a witness) are in violation of this policy.

5.1.11 Responsibility for Policy Enforcement

Employees and students must avoid offensive or inappropriate sexual and/or sexually harassing behavior at work or in the academic environment.

Employees and students are encouraged (but not required) to inform perceived offenders of this policy that the commentary/conduct is offensive and unwelcome.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

5.1.12 Complaints

1. Employees

Employees who experience sexual harassment at work (by a supervisor, co- employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa Community Colleges Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with his or her immediate supervisor, the employee may go directly to the Maricopa Community Colleges EEO/AA Office.

2. Students

Students who experience sexual harassment or sexual assault in a school's education program and activities (by a faculty member, administrator, campus visitor or other student) are urged to report such conduct to the Title IX Coordinator, who is the vice president of student affairs at each college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to sexual harassment complaints.

3. General — Applicable to Both Employees and Students

A. Complaints will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained in the college president's office, Office of the Vice President of Student Affairs and the MCCCD EEO/AA Office.

B. The college/center/MCCCD will investigate all complaints in a prompt, thorough, and impartial manner.

C. Where investigation confirms the allegations, appropriate responsive action will be taken by the college/center/MCCCD.

5.1.13 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of sexual harassment.

5.1.14 Violations of Law

An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under MCCCD policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

5.1.15 False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

5.1.16 Retaliation Prohibited

Retaliation against an employee or student for filing a sexual harassment complaint, or participating in the investigation of a complaint, is strictly prohibited. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

Discrimination Complaint Procedures for Students

Discrimination Complaint Procedures for Students

This procedure provides a means for resolving complaints by students who believe they have been adversely affected by illegal or prohibited discrimination by the Maricopa County Community College District (MCCCD), a member college or center, or their students or employees.

Complaints may be brought under this procedure for discrimination based on race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information. The entire college community should act promptly upon receipt of an allegation of conduct that might constitute discrimination. Any member of the college community should refer a person who might be a victim of such conduct to these procedures, as well as to the college officials responsible for conducting an investigation pursuant to these procedures.

Students who believe they are experiencing sexual harassment may submit a complaint under the Sexual Harassment Policy for Students 2.4.4. If a student has been a victim of sexual assault, a complaint may also be filed with College Public Safety (CPS).

All deadlines prescribed for Report, Informal Resolution and Formal Resolution processes may be extended by the Vice President of Student Affairs for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the parties. Notwithstanding any deadline extension, college officials should take all necessary steps to ensure prompt and equitable resolution of any complaint of discrimination.

Information related to MCCCD's Discrimination Complaint Procedure for Students is also available from the Office of General Counsel's Office of Public Stewardship at **480-731-8880**.

Informal Resolution of Discrimination Complaints

Before filing a formal complaint under this procedure, a student may attempt to resolve the problem through informal discussions with the person claimed to have engaged in discriminatory conduct and that person's supervisor or department head. The supervisor or department head will notify the Vice President of Student Affairs may designate an employee to provide such assistance. If a student alleges discrimination based upon physical or mental disability the Vice President of Student Affairs, who is designated at each college as the ADA/504 Coordinator or the Associate Vice Chancellor of Student Affairs who is designated as the district ADA/504 Coordinator, will assist directly in the informal resolution process. Each Vice President and the Associate Vice Chancellor has knowledge of the ADA/504 regulations applicable to students with disabilities. The Vice President of Student Affairs may modify or reject an informal resolution of a complaint of discriminatory conduct under this process if, in the judgment of the Vice President, the resolution that is proposed is not in the best interests of both the student and the institution. The Vice President shall take such action no later than fifteen (15) calendar days after receiving notice of the informal resolution.

Attempts to informally resolve alleged discrimination should occur within ninety (90) calendar days of the most recent alleged discriminatory act. The college official responsible for this informal resolution process should ensure that the process is concluded promptly. For complaints dealing with alleged discrimination beyond the 90-day timeframe, a student must submit a complaint under the formal resolution procedure of this policy.

If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a complaint to proceed under formal resolution procedures.

Discrimination Complaint Procedures for Students

Formal Resolution of Discrimination Complaints

A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Vice President of Student Affairs at each respective college or center. If a student alleges discrimination based upon physical or mental disability, he or she may submit a formal complaint with the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs or designee. The Vice President of Student Affairs or district Associate Vice Chancellor of Student Affairs or designee will accept complaint filings.

A complaint may be submitted by the student and verbally or in writing. A student may also contact the Office of General Counsel to obtain the name and phone number of the college or center official designated to respond to discrimination complaints.

The complaint must identify the action, decision, conduct, or other basis that the student believes is unlawful or MCCCD prohibited discrimination.

Upon receipt of a complaint, the Vice President of Student Affairs or the Associate Vice Chancellor will notify the college president or provost and the Office of General Counsel.

A copy of the complaint will be shared with the respondent within five (5) working days of receipt by the Vice President of Student Affairs Respondent will be put on notice that retaliation against the complainant or potential witnesses will not be tolerated and that an investigation will be conducted. If the student submits a written complaint, the Vice President or the district Vice Chancellor need not share with the respondent the actual form submitted by the student, but may paraphrase the allegations sufficiently to allow the respondent to draft a response.

Respondent must provide a written response to allegations within fifteen (15) calendar days of his or her receipt of the complaint.

After accepting a complaint, the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs will designate a complaint investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response), and interviews with appropriate employees and students. The interviews will include all witnesses identified by all parties. If the complaint alleges discrimination based upon mental or physical disability the investigator designated by the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs must have knowledge of ADA/504 regulations applicable to student with disabilities. 34 C.F.R. §104.4 ET.SEQ.; 28 C.F.R. §35.130 ET. SEQ. The Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs may serve as complaint investigator. The complaint investigator shall promptly complete the investigation and deliver to the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs the investigator's written findings and the results of the investigation, including summaries of all interviews and all documents received as part of the investigation. In no event shall this occur later than ninety (90) calendar days following receipt of the complaint. Within ten (10) working days following receipt of the results of the investigation from the complaint investigator, the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs will submit to the President or Provost the investigator's written findings and the Vice President's recommendations as to the disposition of the complaint.

The president or provost will accept, reject, or modify the recommendations and will provide a written notification of his or her action to the student and respondent along with a copy of the investigators' written findings and the Vice President's or district Associate Vice Chancellor's recommendations within fifteen (15) calendar days of receiving the written findings and recommendations from the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs.

When the investigation confirms the allegations, appropriate corrective action will be taken. Evidence which is collateral to the allegations of discrimination and/or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures. Both complainant and respondent receive notice of the outcome. The institution will take appropriate steps to prevent further occurrences.

Discrimination Complaint Procedures for Students

Interim Measures

If a student alleges discrimination based on physical or mental disability, the district may take interim measures to assist or protect the student during an investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

MCCCD Administrative Review Process

Request for Reconsideration

A student or respondent who is not satisfied with the decision of the president or provost has ten (10) working days to request, verbally or in writing, administrative review of the decision by his or her college president or provost. The request for administrative review must state reasons why the complainant or respondent believes the finding was improper. The president or provost will review the results of the investigation and written findings and respond to the request within ten (10) working days from receipt of the request. If the president or provost determines that the decision is not supported by the evidence, the case file will be reopened and assigned for further investigation. If the president or provost determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will deny the request for administrative review. At this point, the student has exhausted the Internal Discrimination Complaint Procedure.

Complaint Process

Faculty, staff and all other college officials should refer any student seeking to make a complaint of discrimination to the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs. Every student complaint of discrimination shall be investigated under the authority of the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs in accordance with these Procedures. The Vice President of Student Affairs and any complaint investigator who participates in a complaint resolution pursuant to these Procedures shall administer every resolution process in an impartial manner, and shall fully consider all facts discovered in the course of any investigation before a resolution is reached. Each party in any complaint resolution shall have full opportunity to present all information and documentation the party feels is germane to the complaint. At no time shall a student who has made an allegation of discrimination under these Procedures be asked or required in any way by a college official to engage in any direct confrontation with any person alleged to have committed an act of discrimination. The Vice President shall ensure that every effort is made to obtain information from each witness to every act of alleged discrimination or from any other person possessed of information that is relevant and material to the complaint resolution. The Vice President of Student Affairs shall ensure that all appropriate corrective action that is warranted as a result of any complaint resolution will be taken, and shall employ best efforts to ensure that the college prevents recurrence of discrimination in the future.

Maintenance of Documentation

Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.

Right to Assistance

A student or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under this Internal Discrimination Complaint Procedure. Such person may attend any investigative interview and advise the complainant or respondent but shall not otherwise participate in the interview. The complaint investigator shall direct communications directly to the complainant and respondent, and not through such individual's attorney or other person providing assistance.

Discrimination Complaint Procedures for Students

Confidentiality of Proceedings

Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.

Retaliation Prohibited

Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action.

False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline.

External Filing of Discrimination Complaint

MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR)
Denver Office
U.S. Department of Education
Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: **303-844-5695**
Fax: **303-844-4303**
TDD: **303-844-3417**

E-mail: OCR_Denver@ed.gov

2.4.6 Emissions Control Compliance

Pursuant to ARS §15-1444 C. no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student's vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner's expense.

2.4.8 Petition Signature Solicitation

2.4.8 Petition Signature Solicitation

1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.
2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.
3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.
4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in Appendix S-14.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

In contrast to traditional public forums such as a public square, park, or right of way, Maricopa's campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution's mission-based priorities – including but not limited to the need to provide an environment conducive to teaching and learning.

Policy

This administrative regulation governs use of the college grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of college facilities is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of college grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible College Official with delegable authority to approve, locate, and schedule use of college grounds.

Permit Application: Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible College Official in advance of the use date.

If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, "low-impact, non-commercial activities" are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

Designated Areas: Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

Use Fees and Proof of Insurance: To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

Permits: The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

Priorities and Criteria for Approval of Permits: The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

Scheduling Priorities (in order):

1. The use of facilities and grounds for the operations of the College. For example, there are times when the college is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.
5. Commercial advertising or activities.

Criteria:

1. Capacity of campus grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of Campus Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies:

This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of Campus Grounds regulation can be found in Appendix S-15.

2.4.10 Children on Campus

Children (younger than 18) may not attend any class unless they are officially registered for the class.

Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.

2.4.11 Crime Awareness and Campus Security Act

Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.

2.4.12 Workplace Violence Prevention

2.4.12 Workplace Violence Prevention

Purpose

It is the policy of the Maricopa County Community College District to promote a safe environment for its employees, students, contractors, and visitors. MCCCD is committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

Policy

Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities is prohibited and will not be tolerated. It is the responsibility of all employees, students, contractors, and visitors of MCCCD to report any occurrence of such conduct to MCCCD Public Safety. Every employee, student, contractor, and visitor on MCCCD property should report threats or acts of physical violence and acts of harassment, intimidation, and other disruptive behavior of which he/she is aware. All reports will be taken seriously and will be investigated by public safety immediately in order to protect everyone from danger. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

Prohibited Behavior

For example, and without limiting the generality of the foregoing statement, this policy prohibits:

- direct threats or physical intimidation
- implications or suggestions of violence
- stalking
- assault of any form
- physical restraint, confinement
- dangerous or threatening horseplay
- loud, disruptive, or angry behavior or language that is clearly not part of the typical work environment
- blatant or intentional disregard for the safety or well-being of others
- commission of a violent felony or misdemeanor on MCCCD property
- abuse
- violation of a protective order or restraining order
- any other act that a reasonable person would perceive as constituting a threat of violence

This list is illustrative only and not exhaustive.

Future Violence

Employees, students, and visitors who have reason to believe they, or others, may be victimized by a violent act or sometime in the future, at the workplace or as a direct result of their relationship with MCCCD, shall inform a supervisor or manager as soon as possible. The supervisor or manager shall inform the Public Safety Department. Students, contractors, and visitors shall contact the Public Safety Department as soon as possible.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy to the Department Director, Human Resources, and Public Safety. Students shall supply a copy of the signed order to the Public Safety Department.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the MCCCD. Individuals who commit such acts may be removed from the premises and may be subject to disciplinary action, criminal penalties, or both. The Chancellor is hereby instructed to enact all administrative regulations necessary to implement this policy.

2.4.13 Student Right To Know

2.4.13 Student Right To Know

Under the terms of the Student Right To Know Act, the college must maintain and report statistics on the number of students receiving athletically related student aid reported by race and sex, the graduation rate for athletes participating in specific sports reported by race and sex, the graduation rate for students in general, reported by race and sex and other similar statistics. To obtain copies of these reports, contact the Office of Admissions and Records.

2.4.5 Copyright Act Compliance

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

3.2 Copyright Regulation

1. It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). Though there continues to be controversy regarding interpretation of the Copyright Law, this policy represents a sincere effort by the Board to operate legally within the District.
2. The Governing Board directs the Chancellor or his designee(s) to develop and distribute to employees guidelines that (1) clearly discourage violation of the Copyright Law and (2) inform employees of their rights and responsibilities under the Copyright Law.
3. Each college president or provost and the Chancellor shall name an individual(s) at each district location who will assume the responsibilities of distributing copyright guidelines, act as a resource person regarding copyright matter and provide training programs on current copyright laws.
4. Employees are prohibited from copying materials not specifically allowed by the (1) copyright Law, (2) fair use guidelines, (3) Licenses or contractual agreements, or (4) other permission.
5. The Governing Board disapproves of unauthorized duplication in any form. Employees who willfully disregard this Board policy and/or the aforementioned copyright guidelines do so at their own risk and assume all liability for their actions.
6. In order to assist employees and students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

What Students Should Know About Copyright

What is Copyright?

Copyright is a protection afforded under federal law for various types of creative works. A work is copyrightable if it is an original work of authorship fixed in a tangible medium of expression. Copyrightable works include literary, musical or dramatic works; motion pictures and other audiovisual works; choreographic works and pantomimes; sound recordings; and architectural works.

The owner of a copyright in a particular work has the exclusive right to copy, display, perform, distribute, and create a derivative version of the work. Generally, then, this means that you may not do things like duplicate, show or perform a copyrighted work unless it is expressly allowed under the Copyright Act or you have the prior permission of the copyright holder.

A copyright exists in a work at the time it becomes fixed in some tangible medium of expression. Neither registration of the copyright with the federal government nor a copyright notice on the work itself is required for copyright protection.

2.4.5 Copyright Act Compliance

What is Copyright Infringement?

Generally, copyright infringement occurs when you copy, display, perform, distribute or create a derivative version of a copyrightable work either without the permission of the copyright holder or when such activity is not otherwise allowed under an exception provided by federal copyright law. The penalties for infringement include significant damages-potentially in excess of $100,000 for each work infringed as well as criminal penalties, which may include fines and even incarceration.

How Does Copyright Law Affect Information I Obtain Off the Internet?

Copyright law covers works in both traditional and new media, including digital media. Copyrightable materials are often available on the Internet without any indication of their copyrighted status. As a rule of thumb, you should assume that everything you find on the Internet is copyrighted, unless otherwise labeled. Even popular activities, such as file swapping or copying software or pictures from the Internet, may be copyright infringement and should be avoided.

The Digital Millennium Copyright Act, which Congress enacted in 2000, affords greater protection for copyright holders of digital works. Generally, then, even if a work appears solely in a digital form, it is likely subject to copyright law protections.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials-most of which is subject to copyright protection.

Remember that a copyright exists in a work at the time it becomes fixed in some tangible medium of expression. That means that an image you have downloaded from the Internet, as well as a video or musical performance is almost certainly subject to copyright protection. When you download these works, transfer them to a disk or other medium, or send them to a friend, you are infringing on the rights of the copyright holder. Trafficking in such material without the permission of the copyright holder, then, violates copyright law. This includes unauthorized music file sharing over the Internet.

According to a statement recently issued by representatives of the motion picture, recording and songwriting industries, uploading and downloading copyrighted works over the Internet is theft: "It is no different from walking into the campus bookstore and in a clandestine manner walking out with a textbook without paying for it."

Why is it Important For a Student to be Aware of Copyright Law?

Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another's copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources-such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail-for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, "students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping."

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the "use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights." The Standards also prohibit "transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law . . . ."

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.

2.4.5 Copyright Act Compliance

Does Copyright Law Allow Me to Download Files from a College Web Site?

Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of "reasonable and limited portions" of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be "an integral part" of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

3.4 Taping of Faculty Lectures

MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (audio/visual) their classes.

Each faculty member shall inform his/her students within the first week of classes to his/her policy with regard to taping. Failure to do so will accord students the right to tape lectures.

Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation to remedy this inability. Accommodation may require a faculty member to exempt a student from his/her taping policy.

4.4 Technology Resource Standards

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public's business, and not for private purposes. Those mandates apply to all MCCCD public officials–employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws–both federal and state–also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD's own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair and dignified.

This administrative regulations established standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3 "Electronic Communications."

4.4 Technology Resource Standards

General Responsibilities

Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information) of the MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the Blue Book, which contains this regulation. So all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology

Under Arizona's public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent. Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records–the state agency tasked with setting standards for record retention. Therefore, an employee's or Governing Board member's use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD's process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records."

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use

Use of MCCCD's technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of the MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

Frequently, access to MCCCD's technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members or students. It is those users' responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records," certain MCCCD employees are authorized to access information on an MCCCD technology device.

4.4 Technology Resource Standards

It is not Maricopa's practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa's technology resources. The maintenance, operation and security of Maricopa's technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmittted through those resources. Any other review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user's privacy will be honored. Nevertheless, that privacy is subject to Arizona's public records laws and other applicable state and federal laws, as well as policies of Maricopa's Governing Board all of which may supersede a user's interests in maintaining privacy in information contained in Maricopa's technology resources.

Incidental Computer and Technology Usage

Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under "Prohibited Conduct." MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, Colleges' consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee's outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (Appendix AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of Maricopa's technology resources:

1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts.
2. Unauthorized attempts to monitor another user's password protected data or electronic communication, or delete another user's password protected data, electronic communications or software, without that person's permission.
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system.
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software.
5. Hosting an unauthorized website that violates the .EDU domain request.
6. Use of technology resources for non-MCCCD commercial purposes, including to advertise personal services, whether or not for financial gain.
7. Use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.
8. Activities that would constitute a violation of any policy of MCCCD's Governing Board, including, but not limited to, MCCCD's non-discrimination policy and its policy against sexual harassment.
9. Transmitting, storing, or receiving data, or otherwise using technology resources in a manner that would constitute a violation of state or federal law, or MCCCD policy or administrative regulation including, but not limited to, obscenity, defamation, threats, harassment, and theft.
10. Attempting to gain unauthorized access to a remote network or remote computer system.
11. Exploiting any technology resources by attempting to prevent or circumvent access, or using unauthorized data protection schemes.
12. Performing any act that would disrupt normal operations of computers, workstations, terminals, peripherals, or networks.

4.4 Technology Resource Standards

13. Using technology resources in such a way as to wrongfully hide the identity of the user or pose as another person.
14. Allowing any unauthorized access to MCCCD's technology and non-technology resources.
15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.
16. Intermittent use of technology resources that interferes with the performance of an employee's main responsibilities.
17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the "hosting" of an event that is prohibited under MCCCD's Use of College Facilities administrative regulation.
18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the e-mail account copies all outgoing and incoming messages to the MCCCD hosted account.
19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record.
20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the records where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems

The prior review and approval by the Vice Chancellor of Information Technology is required for the implementation of alternate College electronic mail account systems. Requests will be evaluated based upon the following considerations:

1. The system must be compatible and interoperable with the MCCCD e-mail system. All information within the e-mail system must meet the standards and authorize District Office access as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."
2. Any proposed changes to an MCCCD's entity's e-mail system with e-discovery implications must be approved in advance during the planning stages as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."

Disclaimer

The home page of an MCCCD web site must display, or link to, the following disclaimer in a conspicuous manner:

> *All information published online by MCCCD is subject to change without notice. MCCCD is not responsible for errors or damages of any kind resulting from access to its internet resources or use of the information contained therein. Every effort has been made to ensure the accuracy of information presented as factual; however errors may exist. Users are directed to countercheck facts when considering their use in other applications. MCCCD is not responsible for the content or functionality of any technology resource not owned by the institution.*
>
> *The statements, comments, or opinions expressed by users through use of Maricopa's technology resources are those of their respective authors, who are solely responsible for them, and do not necessarily represent the views of the Maricopa County Community College District.*

4.4 Technology Resource Standards

Information Accuracy and Marketing Standards

In order to help ensure that the most accurate information sources are reflected on web pages, information should be cited, sourced or linked from the website of the official District or college custodian responsible for the particular subject. In addition, the design of web pages shall reflect established marketing standards with respect to the imaging and using of MCCCD marks as outlined in the marketing standards handbook and Use of Marks administrative regulation.

Complaints and Violations

Complaints or allegations of a violation of these standards will be processed through Maricopa's articulated grievance procedures or resolution of controversy.

Upon determination of a violation of these standards, MCCCD may unilaterally delete any violative content and terminate the user's access to MCCCD's technology resources. It is the user's responsibility to demonstrate and/or establish the relevance of content in the event that a content complaint is made official. Users retain the right to appeal actions through MCCCD's grievance procedures or resolution of controversy.

2.6 Hazing Prevention Regulation

The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the MCCCD community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing

1. Hazing by any student, employee or other person affiliated with the MCCCD is prohibited.
2. "Hazing" is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCCD college or affiliated educational setting, whether individually or in concert with other persons, against another student, and in which both of the following apply:
   A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any club/organization that is affiliated with MCCCD; and,
   B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation, or causes physical injury, mental harm or personal degradation.
3. Any solicitation to engage in hazing is prohibited.
4. Aiding and abetting another person who is engaged in hazing is prohibited.
5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.
6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the MCCCD Hazing Prevention Regulation.

2.6 Hazing Prevention Regulation

7. Hazing activities and situations include, but are not limited to, the following:
   A. Pre-pledging, illegal pledging or underground activities.
   B. Acts of metal and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
   C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
   D. Encouraging or forcing use of alcohol or drugs.
   E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
   F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
   G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
   H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
   I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
   J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.
8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with the student disciplinary code, all other college and MCCCD policies, and local and state laws.

   Alleged violations of the MCCCD hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code.

   The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.
9. Alleged violations of the MCCCD hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with college and MCCCD policies, and local and state laws.

   Any MCCCD faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and MCCCD policies, and local and state laws.
10. If the vice president of student affairs' office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, district, local, state and federal guidelines, policies and laws.

2.6 Hazing Prevention Regulation

11. Should the proceedings outlined above substantiate an occurrence of hazing activity-where students or student organizations knowingly permitted, authorized or condoned the hazing activity-the college can recommend the following sanctions against student clubs/organizations:
    A. **Censure:** Censure can include the required completion of a program designed with the intent of eliminating the hazing activity. The programs will be devised with the cooperation of all involved parties and monitored by the vice president of student affairs' office.
    B. **Probation:** The student club(s)/organization(s) will be placed on probation for a specified period of time. Conditions of probation will be determined by the vice president of student affairs' office and outlined in writing to the student club(s)/organization(s). The probationary term will be monitored by the vice president of student affairs.
    C. **Suspension:** The student club(s)/organization(s) will be suspended. The terms of the suspension can be defined in the sanction, including criteria the student club(s)/organization(s) must meet within a specified time to be considered for admission or renewal of college recognition status.
    D. **Revocation:** The student club(s)/organization(s) will have its status revoked, with the loss of all college associations, recognitions and privileges. The national or international office of an organization, if so affiliated, will be requested to revoke the charter of an organization.
12. The MCCCD hazing prevention regulation is not intended to prohibit or sanction the following conduct:
    A. Customary athletic events, contests or competitions that are sponsored by the college or MCCCD.
    B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.
13. For the purposes of the Maricopa Community Colleges hazing prevention regulation:

    "Organization" is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with MCCCD, whose membership consists primarily of students enrolled at MCCCD and that may also be classroom-related or co-curricular in nature.

2.4.7 Abuse-Free Environment

See also the Auxiliary Services section for Tobacco-Free Environment and the Appendices/Student Section Medical Marijuana Act of the Administrative Regulations.

1. Substance Abuse/Misuse Statement

Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts.

Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue.

Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.

2.4.7 Abuse-Free Environment

2. Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol

The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

A. Introduction and Purpose

The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

B. Standards of Conduct

In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:

i. Drinking or possession of alcoholic beverages on the college campus.

ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct

Disciplinary actions include, but are not limited to:

i. Warning,

ii. Loss of privileges,

iii. Suspension, or

iv. Expulsion.

D. Legal Sanctions

Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee's work for the MCCCD; and use of illegal drugs.

2.4.7 Abuse-Free Environment

3. MCCCD Program Standards

The Maricopa Community College District is committed to establishing a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.

A. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.

B. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

C. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances.

4. Alcoholic Beverages — Usage Regulation (AR 4.13)

This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District's culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District's actions stay within the boundaries of state law and the District's insurance coverage. Therefore, strict compliance with this regulation is essential.

A. No Funds

No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph H.

B. No Service or Sale of Alcoholic Beverages

The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs C and G.

C. Service at District Events on District-Owned Property

The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph E. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.

2.4.7 Abuse-Free Environment

D. Event Form Required

A College President or Vice Chancellor who wishes to obtain the Chancellor's approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: **http://www.maricopa.edu/publicstewardship/governance/adminregs/appendices/print/AS-6.doc**. On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.

E. Service Restrictions Required By Law

An event approved under Paragraph D must, by law, comply with the all of the following restrictions:

i. The only alcoholic beverages that may be served and consumed are wine and beer. Wine consumption is limited to 6 oz. per person, and beer consumption is limited to 24 oz;

ii. The gathering must be by invitation only, and not open to the public;

iii. The gathering may not exceed 300;

iv. Invitees may not be charged any fee for either the event or the beer or wine; and

v. The consumption may only take place between noon and 10:00 p.m.

Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph F. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.

F. Culinary Institutes

The Chancellor may sponsor or approve an event at one of the District's culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph E. Any student serving those beverages must, by law, be 19 years or older.

G. Third-Party Event

The Maricopa County Community College District Foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the Friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona's alcoholic beverages laws. Additionally, they must comply with the following steps:

i. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;

ii. The entity completes the form available at **http://www.maricopa.edu/publicstewardship/governance/adminregs/appendices/print/AS-7.doc**. And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;

iii. The entity provides or currently has on file with the District a certificate of insurance demonstrating that it has liquor liability coverage and that adds the District as an additional insured;

2.4.7 Abuse-Free Environment

iv. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;

v. Beer and wine are the only alcoholic beverages served and only served through a beverage service contractor whose liquor license with the state of Arizona is in good standing;

vi. The contractor provides all of the beverages served and well as the servers or bartenders;

vii. Before the event, the contractor provides a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured; and

viii. The contractor agrees in writing to indemnify the District regarding the service of the beverages.

H. Receipt of Beverages; Storage

. It is not permissible to store wine or beer on premises owned, leased or rented by MCCCD, except as provided in this paragraph. Alcoholic beverages purchased for use in cooking in District culinary courses must be stored in such a way that it is inaccessible to anyone except the Director or designee of the culinary program. For wine and beer to be used for receptions at the district's culinary institutes, as authorized by this administrative regulation, the following storage requirements apply:

i. Wine and beer to be served may only be brought to MCCCD property no sooner than four hours prior to the event, and remain there no longer than four hours after the event; and

ii. Once the wine and beer arrives on MCCCD property, the Director the culinary program shall assign an MCCCD employee to ensure that it is not stolen or that it is not opened until ready to be served.

I. Compliance with Law

In compliance with applicable law, any persons planning an event under this administrative regulation are required to familiarize themselves with the pertinent laws and other requirements established by the state of Arizona for the service of alcoholic beverages, particularly those in Arizona Revised Statutes Title 4 (Alcoholic Beverages) Chapters 1 (General Provisions), 2 (Regulations and Prohibitions) and 3 (Civil Liability of Licensees and Other Persons) as well as Arizona Administrative Code Title 19, Articles 1 (State Liquor Board) and 3 (Unlicensed Premises Definitions and Licensing Time-Frames).

J. Residential Housing

Lawful occupants of residential housing under the jurisdiction of the Governing Board, if over the age of 21 years and not otherwise lawfully barred from such practice, may possess and consume alcoholic beverages in the privacy of their respective leased housing facility. Guests of such occupants over the age of 21 years shall have the same privilege. No alcohol is permitted in public areas (nor common areas of a dormitory) at any time.

K. Personal Responsibility

The personal or individual purchase of alcoholic beverages by individuals attending District-approved functions held in places serving alcoholic beverages is a personal and individual responsibility. Administrative discretion shall be exercised in the approval of the location of such activities, as such decision pertains to the nature of the group involved.

L. Miscellaneous Usage Issues

Any issues that are not specifically addressed within this regulation require the review and determination by the Chancellor or Executive Vice Chancellor and Provost on matters related to culinary programs, academic or student affairs.

2.4.7 Abuse-Free Environment

5. Other Health Concerns

General Guidelines Concerning AIDS

Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.

Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in an faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to document in a student's file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

4.12 Smoke-Free/Tobacco-Free Environment

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of "e-cigs") and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students.

Appendix S-16: Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.

4.12 Smoke-Free/Tobacco-Free Environment

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, "…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees." Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

Purpose

To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate academic adjustments through each college's Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements

DRS applicants must be admitted or enrolled as an MCCCD student, and must provide the Disability Resources and Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to requesting or receiving any academic adjustment.

Who is Eligible for Services?

To be eligible for DRS support services, a student must have a disability as it defined by federal law (section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act OF 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).

Definitions:

- **Disability:** A disability is any physical or mental condition which causes substantial limitation to the ability to perform one or more major life activities.
- **Academic Adjustment:** An academic adjustment is a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to avoid discriminating on the basis of handicap against qualified students with disabilities. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

  *** Documentation can be transferred within MCCCD for current consideration for eligibility.*

  *** Determination made by another institution or organization does **not** guarantee eligibility.*

2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

Special Considerations

Any employee who receives a request for academic adjustment must refer the student to the DRS Office. The DRS Office alone is responsible for evaluating documentation and determining eligibility and academic adjustments. All situations shall be considered on an individual, case-by-case basis, and all requests for academic adjustments from qualified students with a disability shall be considered by DRS. DRS may exercise its right to require additional documentation.

Academic adjustments are determined by the DRS Office through an interactive exchange with the eligible student. The DRS Office will give priority to the request of the student, but will also consider the instructor's perspective when it is offered. The interactive exchange may continue during the course of the year, and the DRS may make reasonable alterations in approved academic adjustments based on input from the student and the faculty member. Academic adjustment determined by the DRS Office are required except when the institution subsequently determines that an adjustment would alter an academic requirements that is essential to the instruction being pursued by the student, or to a directly related licensing requirement. MCCCD is not required to provide "best" or "most desired" accommodations but rather a reasonable accommodation sufficient to meet accessibility needs.

In the event the instructor believes the modification determined by DRS would alter an academic requirement that is essential to the instruction being pursued by the student, or to a directly related licensing requirement, the instructor will first meet with the director of the DRS office within three working days of receipt of the determination and attempt to resolve the issue informally. If the faculty member's concern remains unresolved, within three days of the above meeting he or she may submit a written request to the college's chief academic officer (or a comparably qualified administrator designated by the college president) for his or her academic judgment on the question.

Any change in the DRS Office's initial recommendation resulting from the above meeting or the Chief Academic Officer's decision will be communicated to the student by the DRS Office. The interactive exchange with the student will continue in an effort to achieve a mutually satisfactory outcome.

If a student is not satisfied with the academic adjustment provided, he or she may file a complaint under the Discrimination Complaint Procedures for Students. In such cases, the Vice President for Student Affairs will assign an investigator whose qualifications and experience include curriculum development and educational accommodations for students with disabilities.

In all cases in which academic adjustments are in controversy, whether as a student discrimination complaint or a faculty member's appeal to the Chief Academic Officer, the ultimate decision will be informed by consultation with the duly appointed faculty representatives who serve in the development of the curriculum for the institution and the program. The committee will study the requested academic adjustment and alternatives, their feasibility, cost and effect on the academic program, and come to a rationally justifiable conclusion as to whether the available alternatives would result either in lowering academic standards or requiring substantial program alteration. This conclusion will be submitted in writing to the Chief Academic Officer, who will consult with the Vice Chancellor and the Office of General Counsel before making the final determination.

Nothing in this policy prohibits a faculty member from making minor, commonsense alterations in the manner in which a course is presented. A student who asks the instructor to change the color of chalk used because he is colorblind may be so accommodated without registering with DSO. However, the faculty member must report making such accommodations to DSO.

2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

Documentation Guidelines

Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- Current level of functioning
- Current documentation
- All standardized testing must use adult-normed instruments
- Age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- How the disability impacts the student's learning
- Contain information supportive of the student's request for specific academic support, auxiliary aids, and accommodations

Specific Eligibility Requirements

1. Physical Disabilities

A. Required Documentation

The student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:

i. Orthopedic Disability
ii. Blind or Visual Impairment
iii. Deaf or Hard-of-Hearing
iv. Traumatic Brain Injury
v. Other Health-Related/Systemic Disabilities

B. Diagnostic Report

The diagnostic report must include the following information:

i. A clear disability diagnosis, history and the date of diagnosis.
ii. A description of any medical and/or behavioral symptoms associated with the disability.
iii. Medications, dosage, frequency, and any adverse side effects attributable to use.
iv. A clear statement specifying functional limitations.
v. A recommendation for accommodation(s).

2. Specific Learning Disabilities

A. Required Documentation

Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho educational evaluations using adult normed instruments.

2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate Psycho Educational Evaluation must include comprehensive measures in each of the following areas:

i. **Aptitude**: Evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.

   Examples of Measures (including but not limited to):

   1. Wechsler Adult Intelligence Scale (WAIS-R)
   2. Stanford Binet Intelligence Scale
   3. Woodcock-Johnson Psycho-Educational Battery
   4. Kaufman Adolescent And Adult Intelligence Test

ii. **Academic Achievement**: Evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant areas(s).

   Examples of Achievement (including but not limited to):

   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

iii. **Information Processing**: Evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.

   Examples of Achievement (including but not limited to):

   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

B. Diagnostic Report

The diagnostic report must include the following information:

i. A diagnostic interview that addresses relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

ii. A list of all instruments used in the test battery.

iii. Discussion of test behavior and specific test results.

2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

iv. A diagnostic summary or statement with the following information:

1. DSM-IV, including all five axes.
2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as "appears," "suggests," or "probable" used in the diagnostic summary statement do not support a conclusive diagnosis.
3. A clear statement specifying the substantial limitations to one or more major life activities.
4. A psychometric summary of scores.
5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)

A. Required Documentation

Submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/attention deficit disorder (ADD) that is based on appropriate diagnostic evaluations.

B. Diagnostic Report

Acceptable documentation must include:

i. DSM-IV diagnosis (including all five axes)

ii. A summary or statement which includes the following information:

iii. A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.

iv. A recommendation for accommodations, including rationale.

4. Psychological/Psychiatric Disabilities

A. Required Documentation

Disability diagnosis categories may include, but are not limited to:

i. Depression and/or bipolar disorder

ii. Generalized anxiety disorders

iii. Post traumatic stress disorder

iv. Psychotic disorders

v. Autism spectrum disorder

2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

B. Diagnostic Report

If the diagnostic report is not current, a letter from a qualified professional that provides an update of the diagnosis may be requested.

The diagnostic report must include the following:

i. DSM-IV diagnosis including all five axes.

ii. A diagnostic summary or statement that includes the following:

1. A clear summary or statement that a disability does or does not exist.

2. A clear summary or statement specifying evidence of behavior that significantly impairs functioning including degree of severity.

3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders

A. Required Documentation

Disorders of the central and peripheral nervious system, including but not limited to:

i. Acquired Brain Injury/Traumatic Brain Injury

ii. Epilepsy/Seizure Disorder

iii. Stroke

B. Diagnostic Report

Written statment of diagnosis:.

i. Current functional limitations.

ii. Information regarding current symptoms.

iii. Information regarding prescribed medication(s) and possible side effect and impact on student academic performance.

iv. Restrictions on activities imposed by the condition.

v. Where learning has been affected, a recent neuro-psychological evaluation is requested.

6. Temporary Disabling Conditions

A. Required Documentation

i. Temporary disabling conditions as a result of surgery, accident, or serious illness may require accommodations for a limited time. Acceptable documentation must include:

ii. Written statement of diagnosis.

iii. List of current symptoms and degree of severity.

iv. Information regarding functional limitations and impact within an academic environment.

v. Medications and possible side effects.

vi. Duration of symptoms and estimated length of time services will be needed.

2.8.2 Eligibility of Students Taking Reduced Course Loads

2.8.2 Eligibility of Students Taking Reduced Course Loads

Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.

The appropriate college offices will receive documentation of the DRS professional's certification from the professional or the student. An incoming student may apply for such certification upon acceptance to the college. Requests for certification must be made prior to the beginning of each semester. Every attempt will be made to accommodate these requests.

The following criteria also apply:

1. Students taking a reduced course load must register for at least 6 credit hours (based on DRS approval) during the regular fall and spring semesters. It is recommended that students register for at least three (3) credit hours during the summer to offset the impact of academic eligibility.
2. Students taking a reduced course load must maintain satisfactory academic progress standards as defined by the College catalog.
3. The reduced credit load may result in an adjusted financial aid package. There may be additional ramifications including, but not limited to, extra time to complete college, insurance coverage, Vocational Rehabilitation funding, etc.
4. Eligibility for Federal Stafford Loans may be reduced according to the total number of credit hours taken in the full academic year. A student, taking a reduced course load, must be at least half time in a semester (6 credits) in order to receive a Stafford Loan.
5. The amount of Federal Financial Aid (Title IV) awarded is based on the actual number of credit hours taken.
6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.
7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.

Application Process

1. Applications for reduced course loads must be submitted to the Disability & Services professional with supporting documentation. Requests must be made prior to the beginning of each semester.
2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Maricopa Community College District's Documentation Policy in order to evaluate the current impact of the disability in regards to the request.

   Students are required to complete an application form for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.

2.8.2 Eligibility of Students Taking Reduced Course Loads

3. Students requesting a reduced course load should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.
4. Students registered in occupational and/or academic programs that have specific block formats will not be considered for reduced course loads.
5. Students who are approved for a reduced course load will be required to sign the Reduced Course Load Approval Form (see Appendix S-10), which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.
6. When a reduced course load status is granted by the Disability Resources & Services professional, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.

2.3.11 Academic Misconduct

1. Definitions

A. **Academic Misconduct** includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. **Cheating** is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.

C. **Plagiarism** is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

2. Academic Consequences

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance

Warning — A notice in writing to the student that the student has violated the academic standards as defined in 1.A.

Grade Adjustment — Lowering of a grade on a test, assignment, or course.

Discretionary Assignments — Additional academic assignments determined by the faculty member.

Course Failure — Failure of a student from a course where academic misconduct occurs.

2.3.11 Academic Misconduct

3. Disciplinary Sanctions

If the misconduct is sufficiently serious to warrant course failure, and if either (a) the failure results in a student being removed from an instructional program or (b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under AR 2.5. Regardless whether the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the student conduct administrator in all academic misconduct cases, and will follow the procedure established in AR 2.5.2 to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in AR 2.5.2.

Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

4. Appeal of Sanctions for Academic Misconduct

Students can appeal academic consequences by following the instructional grievance procedure (AR 2.3.5; Appendix S-6). Students can appeal Students may appeal disciplinary sanctions as provided in AR 2.5.2. If the student appeals through both processes, the instructional grievance process will be suspended until a final decision is reached in the student discipline procedure. In all cases in which financial aid has been adversely affected by academic consequences or disciplinary sanctions that are the subject of ongoing hearing or appeal proceedings, the student may appeal the financial aid determination on the grounds that a final decision has not been made. In such an event, a final decision on financial aid will not be made until after the final decision on consequences and/or sanctions.

2.5.1 Disciplinary Standards

1. Disciplinary Probation and Suspension

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa Community Colleges are vested in the District Governing Board. The Governing Board and its agents-the chancellor, administration and faculty-are granted broad legal authority to regulate student life subject to basic standards of reasonableness.

In developing responsible student conduct, the Maricopa Community Colleges prefer mediation, guidance, admonition and example. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed.

Misconduct for which students are subject to disciplinary action falls into the general areas of:

A. Cheating on an examination, assessment tests, laboratory work, written work (plagiarism), falsifying, forging or altering college records.

B. Actions or verbal statements which threaten the personal safety of any faculty, staff, students, or others lawfully assembled on the campus, or any conduct which is harmful, obstructive, disruptive to, or interferes with the educational process or institutional functions.

2.5.1 Disciplinary Standards

C. Violation of Arizona statutes, and/or college regulations and policies.

D. Use of college computer resources such as the Internet in violation of Technology Resource Standards (AR 4.4) which may result in notification of law enforcement authorities.

2. Disciplinary Removal from Class

A faculty member may remove a student from class meetings for disciplinary reasons. If an instructor removes a student for more than one class period, the faculty member shall notify the department/division chair and the appropriate vice president or designee in writing of the problem, action taken by the faculty member, and the faculty member's recommendation. If a resolution of the problem is not reached between the faculty member and the student, the student may be removed permanently pursuant to due process procedures.

2.5.2 Student Conduct Code

The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "**Accused student**" means any student accused of violating this Student Conduct Code.
2. "**Appellate boards**" means any person or persons authorized by the college president to consider an appeal from a Student Conduct Board's determination that a student has violated this Student Conduct Code or from the sanctions imposed by the Student Conduct Administrator. The college president may act as the appellate board.
3. "**College**" means a Maricopa Community College or center.
4. "**College premises**" means all land, buildings, facilities and other property in the possession of or owned, used or controlled by the college or District.
5. "**College official**" means any person employed by the college or District, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college or center official to be responsible for the administration of the Student Conduct Code.
6. "**Complainant**" means any person who submits a charge alleging that a student violated this Student Conduct Code. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Conduct Code as are provided to the complainant, even if another member of the college community submitted the charge itself.
7. "**Day**" means calendar day at a time when college is in session, and shall exclude weekends and holidays.
8. "**Disruptive behavior**" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.
9. "**District**" means the Maricopa County Community College District.
10. "**Faculty member**" means any person hired by the college or District to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of faculty.
11. "**May**" is used in the permissive sense.
12. "**Member of the college community**" means any person who is a student, faculty member, college official or any other person employed by the college or center. A person's status in a particular situation shall be determined by the college president.

2.5.2 Student Conduct Code

13. "**Organization**" means any number of persons who have complied with the formal requirements for college recognition.
14. "**Policy**" is defined as the written regulations of the college and/or District as found in, but not limited to, this Student Conduct Code and Governing Board policy.
15. "**Shall**" is used in the imperative sense.
16. "**Student**" means any person taking courses at the college whether full-time or part-time. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the college are considered "students".
17. "**Student Conduct Administrator**" means a college official authorized on a case by case basis by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code. A Student Conduct Administrator may serve simultaneously as a Student Conduct Administrator and the sole member or one of the members of a Student Conduct Board. The college official responsible for administration of the Student Conduct Code may authorize the same Student Conduct Administrator to impose sanctions in all cases.
18. "**Student Conduct Board**" means any person or persons authorized by the college president to determine whether a student has violated this Student Conduct Code and to recommend sanctions that may be imposed when a violation has been committed.
19. "**Threatening behavior**" means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional or future basis.

Article II: Judicial Authority

1. The college official responsible for administration of the Student Conduct Code shall determine the composition of Student Conduct Board and determine which Student Conduct Administrator, Student Conduct Board, and appellate board shall be authorized to hear each case.
2. The college official responsible for administration of the Student Conduct Code shall develop procedures for the administration of the judicial program and rules for the conduct of hearings that are consistent with provisions of this Student Conduct Code.
3. Decisions made by a Student Conduct Board and/or Student Conduct Administrator shall be final, pending the normal appeal process.

Article III: Prohibited Conduct

1. Jurisdiction of the College

The Student Conduct Code shall apply to conduct that occurs on college or District premises, or at college- or District-sponsored activities that adversely affects the college community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of admission through the actual awarding of a degree, certificate, or similar indicator of completion of a course of study, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

2.5.2 Student Conduct Code

2. Temporary Removal of Student

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. If the student refuses to leave after being requested to do so, college safety may be summoned. For involuntary removal from more than one class period, the faculty member should invoke the procedures prescribed in the Student Conduct Code.

3. Conduct - Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:
   i. Furnishing false information to any college official or office.
   ii. Forgery, alteration or misuse of any college document, record or instrument of identification.
   iii. Tampering with the election of any college-recognized student organization.

B. Obstruction of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities, when the conduct occurs on college premises a faculty member may remove a student from a class meeting for disciplinary reasons. If a faculty member removes a student for more than one class period, the faculty member shall notify the college official responsible for administration of the Student Conduct Code in writing of the problem, action taken by the faculty member, and the faculty member's recommendation. If a resolution of the problem is not reached, the student may be removed permanently pursuant to appropriate due process procedures.

C. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, conduct which threatens or endangers the health or safety of any person, and/or disruptive behavior as defined in Article II.2. above.

D. Attempted or actual theft of and/or damage to property of the college or property of a member of the college community or other personal or public property.

E. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

F. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.

G. Violation of any college or District policy, rule or regulation published in hard copy such as a college catalog, handbook, etc. or available electronically on the college's or District's website.

H. Violation of federal, state or local law.

I. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law.

J. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.

K. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage.

L. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.

2.5.2 Student Conduct Code

M. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.

N. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or District premises without his/her prior knowledge, or without his/her effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.

O. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:

   i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose

   ii. Unauthorized transfer of a file

   iii. Unauthorized use of another individual's identification and/or password

   iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official

   v. Use of technology facilities or resources to send obscene or abusive messages

   vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network

   vii. Use of technology facilities or resources in violation of copyright laws

   viii. Any violation of the District's technology resource standards

   ix. Use of technology facilities or resources to illegally download files

P. Abuse of the Student Conduct system, including but not limited to:

   i. Falsification, distortion or misrepresentation of information before a Student Conduct Board.

   ii. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.

   iii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses

   iv. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system

   v. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct Board proceeding

   vi. Harassment, either verbal or physical, and/or intimidation of a member of a Student Conduct Board prior to, during and/or after a Student Conduct Board proceeding

   vii. Failure to comply with the sanctions imposed under this Student Conduct Code

   viii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system

   ix. Failure to obey the notice from a Student Conduct Board or college official to appear for a meeting or hearing as part of the Student Conduct system.

Q. Engaging in irresponsible social conduct.

R. Attempt to bribe a college or District employee.

S. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two or more occasions over a period of time and such conduct would cause a reasonable person to fear for his or her safety.

2.5.2 Student Conduct Code

4. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending of civil or criminal litigation. Proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise off campus authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Article IV: Student Conduct Code Procedures

1. Charges and Student Conduct Board Hearings

A. Any member of the college community may file charges against a student for violations of this Student Conduct Code. A charge shall be prepared in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place, preferably within thirty (30) days following the incident. Misconduct charges of a sexual nature, including sexual harassment and sexual assault, should be sent to the vice president of student affairs who is the designated Title IX Coordinator at each MCCCD college. Title IX protects students from sexual misconduct and other forms of discrimination in connection with all academic, extracurricular, athletic, and other programs sponsored by the college at any college facility or other location. The Title IX Coordinator (or designee) will conduct an investigation that is prompt, thorough, and impartial according to the MCCCD sexual harassment complaint process.

B. The Student Conduct Administrator may conduct a prompt, thorough, and impartial investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the charges are not admitted and/or cannot be disposed of by mutual consent, the Student Conduct Administrator will convene the student conduct board. If the student admits violating institutional rules, but sanctions are not agreed to, the hearing shall be limited to determining the appropriate sanction(s).

C. All charges shall be presented to the accused student in written form. The Student Conduct Administrator will provide written notice of the time, date, and location of the student conduct hearing. The notice will describe the evidence of alleged misconduct, the code provisions violated, and the possible sanctions. The student conduct hearing notice, plus a copy of this code, shall be provided to the student accused of misconduct no less than five (5) workdays before the hearing date. The hearing will be held no more than fifteen (15) workdays after the student has been notified unless the Student Conduct Administrator extends the deadline for good cause in his or her sole discretion.

D. Hearings shall be conducted by a Student Conduct Board according to the following guidelines, except as provided by Article IV 1.G below:

2.5.2 Student Conduct Code

i. Student Conduct Board hearings normally shall be conducted in private.

ii. The complainant, accused student and their advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board hearing at which information is received (excluding deliberations). Admission of any person to the hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.

iii. In Student Conduct Board hearings involving more than one accused student, the Student Conduct Administrator, in his or her discretion, may permit the Student Conduct Board hearing concerning each student to be conducted either separately or jointly.

iv. The complainant and the accused shall have the right to be assisted by any advisor they choose, at their own expense. A party who elects to be assisted by an advisor must notify the student conduct administrator of the name and contact information of the advisor not less than two (2) days before the scheduled hearing. The advisor must be a member of the college community and may not be an attorney. Both the complainant and the accused are responsible for presenting their own information and, therefore, advisors are not permitted to speak or participate directly in any Student Conduct Board hearing before a Student Conduct Board.

v. The complainant, the accused student, and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. The Student Conduct Administrator will try to arrange the attendance of possible witnesses who are members of the college community, if reasonably possible, and who are identified by the complainant and/or accused student at least two days prior to the Student Conduct Board hearing. Witnesses will provide information to and answer questions from the Student Conduct Board. Questions may be suggested by the accused student and/or complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the Student Conduct Board.

vi. The Student Conduct Administrator will present the information he or she received.

vii. Pertinent records, exhibits, and written statements may be accepted as information for consideration by a Student Conduct Board at the discretion of the chairperson.

viii. All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.

ix. After the portion of the Student Conduct Board hearing concludes in which all pertinent information has been received, the Student Conduct Board shall determine (by majority vote if the Student Conduct Board consists of more than one person) whether the accused student violated the section of this Student Conduct Code which the student is charged with violating.

x. The Student Conduct Board's determination shall be made on the basis of whether it is more likely than not that the accused student violated this Student Conduct Code.

E. There shall be a single verbatim record, such as a tape recording, of all Student Conduct Board hearings before a Student Conduct Board (not including deliberations). The record shall be the property of the District.

F. No student may be found to have violated this Student Conduct Code because the student failed to appear before a Student Conduct Board. In all cases, the evidence and support of the charges shall be presented and considered.

G. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the college official responsible for administration of the Student Conduct Code.

2.5.2 Student Conduct Code

2. Sanctions

A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:

i. **Warning** — a written notice to the student that the student is violating or has violated institutional rules or regulations.

ii. **Probation** — a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. **Loss of Privileges** — denial of specified privileges for a designated period of time.

iv. **Restitution** — compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

v. **Discretionary Sanctions** — work assignments, essays, service to the college, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator.)

vi. **College Suspension** — separation of the student from all the colleges in the District for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

vii. **College Expulsion** — permanent separation of the student from all the colleges in the District.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Other than college expulsion, disciplinary sanction shall not be made part of the student's academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions upon the student's application to the Student Conduct Administrator. Cases involving the imposition of sanctions other than suspension or expulsion shall be expunged from the student's confidential record five (5) years after final disposition of the case.

In situations involving both an accused student(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the college community of each may be impacted.

D. The following sanctions may be imposed upon groups or organizations:

i. Those sanctions listed above in Article IV 2. A. 1 through 4.

ii. Loss of selected rights and privileges for a specified period of time.

iii. Deactivation — loss of all privileges, including college recognition for a designated period of time.

E. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Conduct Code, the sanction(s) shall be determined and imposed by the Student Conduct Administrator. In cases in which persons other than, or in addition to, the Student Conduct Administrator have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Student Conduct Administrator in determining and imposing sanctions. The Student Conduct Administrator is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the Student Conduct Administrator shall advise the accused student, group and/or organization (and a complaining student who believes s/he was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.

2.5.2 Student Conduct Code

3. Emergency Suspension

If a student's actions pose an immediate threat or danger to any member of the college community or the educational processes, a college official responsible for administering the Student Conduct Code may immediately suspend or alter the rights of a student pending a Student Conduct Board hearing. Scheduling the hearing shall not preclude resolution of the matter through mediation or any other dispute resolution process. The decision will be based on whether the continued presence of the student on the college campus reasonably poses a threat to the physical or emotional condition and well-being of any individual, including the student, or for reasons relating to the safety and welfare of any college property, or any college function. When an emergency suspension is imposed, the student conduct administrator will seek to resolve the complaint at the earliest possible date. This suspension is not a sanction but an effort to protect people and property and prevent disruption of college operations.

In imposing an emergency suspension, the college official responsible for administration of the Student Conduct Code may direct that the student immediately leave the college premises and may further direct the student not to return until contacted by that official. An accused student shall be in violation of this policy regardless of whether the person who is the object of the threat observes or receives it, as long as a reasonable person would interpret the communication, conduct or gesture as a serious expression of intent to harm.

4. Administrative Hold

The Student Conduct Administrator may place a temporary administrative hold preventing an accused student's registration, financial aid award, transcript release, or graduation if it is necessary to secure the student's cooperation in the investigation or compliance with a direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

5. Academic Consequences

Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. The instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the student conduct board, the appeals board, or the student conduct administrator.

6. Appeals Regarding Student Code of Conduct

A. A decision reached by the Student Conduct Board judicial body or a sanction imposed by the Student Conduct Administrator may be appealed by accused students or complainants to an Appellate Board within five (5) days of receipt of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator.

B. Except as required to explain on the basis of new information, an appeal shall be limited to the review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:

   i. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present information that the Student Conduct Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

   ii. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Conduct Code occurred.

2.5.2 Student Conduct Code

iii. To determine whether the sanction(s) imposed was appropriate to the violation of the Student Conduct Code which the student was found to have committed.

iv. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.

C. If an appeal is upheld by the appellate board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of the Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all concerned.

Article V: Interpretation and Revision

Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

2.5.3 Student Records

1. Definitions

For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.

A. "**College**" includes all colleges, educational centers, skill centers and District office.

B. "**Educational Records**" are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:

i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute

ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment

iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.

iv. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student.

2. Records Request

Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.

3. Fees

If a copy(ies) of a portion or all of the records in a student's file is requested, the custodian of the records may charge a fee for copies made. However, the willingness or ability to pay the fee will not effectively prevent students from exercising their right to inspect and review (under supervision of a college employee) their records. A fee will not be charged to search for or to retrieve records. Standard fees for printing and duplication services will apply.

2.5.3 Student Records

4. Annual Notification (See also FERPA explanation)

Students will be notified of their further rights annually by publication in the college catalog and/or the student handbook:

Individuals requesting admission or enrollment at any of the Maricopa Community Colleges are asked to provide certain contact information that is collected and used for the purpose of responding to the request. The information collected may include your name, address, telephone number or email address. Maricopa county community colleges and/or its agents, including attorneys and/or collection agencies, may use this information to contact you through various means, including phone calls, text messages, e-mail and postal mail. Communication may include, but is not limited to, information regarding account balances, programs and services that we offer.

Rights of Access to Educational Records

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 who attends a postsecondary institution). These rights include:

A. ***The right to inspect and review the student's education records within 45 days after the day the college receives a request for access.***

Students should submit to the college admissions and records department written requests that identify the record(s) they wish 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 college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

B. ***The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.***

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her 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. The FERPA Appeal Process is also outlined in the student handbook and in Appendix S-17 of the MCCCD Administrative Regulations.

C. ***The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.***

Conditions of Disclosure Without Consent

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA Regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

2.5.3 Student Records

1. To other school officials, including instructions, administrators, supervisors, governing board members, academic or support staff, law enforcement and health staff, within the MCCCD whom the college or district has determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. This includes contractors, attorneys, auditors, collection agents, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(A)(1)(I)(B)(1) – (A)(1)(I)(B)(2) are met. (§99.31(A) (1))
2. To officials of another school where the student seeks to or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(A) (2))
3. To authorized representatives of the US Comptroller General, the US Attorney General, and the US Secretary of Education, or State and Local Educational Authorities, such as a state postsecondary authority that is responsible for supervising the college's state supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal-or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement, or compliance activity on their behalf (§§99.31(A) (3) AND 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(A) (4))
5. To organizations conducting studies for, or on behalf of, the college, in order to: (A) Develop, Validate, or Administer Predictive Tests; (B) Administer student aid programs; or (C) Improve instruction (§99.31(A) (6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(A)(7))
7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(A)(8))
8. To comply with a judicial order or lawfully issued subpoena. (§99.31(A)(9))
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(A)(10))
10. Information the college has designated as "Directory Information" under §99.37. (§99.31(A)(11))
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(A) (13))
12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or polices with respect to the allegation made against him or her.(§99.31(A) (14))
13. To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(A) (15))

2.5.3 Student Records

Students who believe that MCCCD or an agent of the college has disclosed information contrary to the provisions outlined in this section may submit a grievance via the non-instructional complaint resolution process. The process is posted at:

www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-8.php

D. ***The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA.***

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

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

5. Student Directory

A Maricopa community college may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Office of Admissions and Records.

At any Maricopa community college, directory information is defined as a student's name, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, dates of attendance, part-time or full-time status, most recent previous educational agency or institution attended by the student, college within the Maricopa Community Colleges where the student has been enrolled, photograph of student, and electronic mail address.

6. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of a student who have established the student's status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

Appendix S-17: FERPA Appeal Process

In instances where the college decides not to amend an education record as requested by the student, the college will notify the student of the decision and advise him/her of the right to an appeal hearing according to the following process:

- The student must have first presented the issue in writing to the college's Admissions/Enrollment Office or designee identifying the records that he/she wishes to have amended and provided any supporting documentation. Note: With the exception of clerical errors, requests that are expressly related to grade disputes are not subject to this process and must be vetted through the Instructional Grievance Process.
- If the request to change the record was deemed unsubstantiated by the college designee and the institution was able to demonstrate that the record was accurate, the student will be informed of the right to a formal appeal hearing.
- Students must request a formal hearing within 10 business days from the date they are informed of the right to an appeal hearing.
- The request for a formal hearing must be in writing and delivered to the [Dean of Admissions/ Enrollment Services, Vice President of Student Affairs] or designee.

Appendix S-17: FERPA Appeal Process

- The college official who receives the formal hearing request will either review the case personally or designate a hearing committee if the issue involves a matter not clearly established by current policy or administrative regulation.
- A written decision will be delivered to all parties summarizing the evidence and stating the reason(s) for the decision. If the decision is in favor of the student, the education record will be amended. If the decision is for the record to remain the same, the student may place a statement commenting on or disagreeing with the decision in the education record.

2.5.4 Student Employment

1. District Student Employees

A. Introduction

Students may be employed by the college as student help. District regulations require that students be hired in essential jobs and that they be properly trained and supervised.

B. Philosophy and Workload for Student Employees

i. It shall be the philosophy of Maricopa Community College District that a student may work to augment college and living expenses, however, the scholastic endeavor should be foremost. Sufficient time should be allotted for classroom attendance, homework, out-of-class study and participation in activities.

ii. A workload of twenty (20) hours per week should be established as the maximum number of hours a student employee may work on campus. All student employees shall be enrolled in a minimum of three (3) semester credit hours. Any combination of day and evening hours would meet this requirement. Any student employee having special reasons to work over 20 hours per week or having dropped below three (3) credit hours should request his/her immediate supervisor to obtain approval from the College president or his/her designee.

iii. During the summer sessions, students may be eligible for employment if they were enrolled for a minimum of three (3) semester credit hours at the end of the spring semester, or if they have been accepted for admission for the fall semester. Exceptions to the three (3) semester credit hours may be made by the president or his/her designee. Summer shall be designated as the time from the official end of the spring semester to the beginning of classes for the fall semester.

C. Student Employee Benefits

As student employees, there are no entitlements to employee benefits; i.e., vacation, retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

D. Student Employment Records

Student employee records will be maintained at the Financial Aid office, the office of the fiscal agent or the Career/Placement Office and will be reviewed periodically by the Vice President of Students Affairs.

E. Student Compensation

The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.

2.5.4 Student Employment

F. Employee Contracts and Forms (See Appendix FM-3)

G. Student Employee Grievance Procedure

Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. Student Security Guards

A. Introduction and Philosophy

Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. Workload of Student Security Guards

i. Student security guards shall be enrolled for a minimum of three (3) semester hours.

ii. Student security guards shall be limited to 20 hours per week when the workweek starts at 7:00 a.m. on Monday and concludes at 11:00 p.m. on Friday. Additional hours may be worked if guards are assigned special duty at games or activities held on campus during the weekend, or if guards are assigned a shift on Saturday and Sunday, between 7:00 a.m. and 11:00 p.m.

C. Students Not in Administration of Justice Program

i. Use of student other than those in Administration of Justice Program:

1. Selection of the student must be personally approved by the Vice President of Student Affairs and chief of security.

2. Selection of a student should not extend beyond one semester without the approval of the Vice President of Students Affairs.

3. Selected student must undergo a special training program directed by the chief of security and approved by the Vice President of Students Affairs.

ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:

1. Wearing of the uniform, general appearance, and demeanor
2. The use of the various security report forms and how to properly complete them to provide requested information; General report writing methods
3. Public relations methods used on the campus
4. Crime prevention methods used on the campus; Patrol methods used in buildings and grounds.
5. Basic techniques for interviewing students, faculty and visitors relative to the incidents
6. Laws and regulations governing the actions of campus security personnel concerning rendering of assistance to students, faculty and visitors on the campus
7. Basic first aid

2.5.4 Student Employment

D. Student Security Guards Employee Benefits

As student employees there are not entitlements to employee benefits; i.e., vacation retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

E. Student Employment Records

The student security guard's employment records will be maintained at the office of the chief of security and reviewed periodically by the Vice President of Student Affairs.

2.5.5 Student Goverance

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the college president who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The president shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, and the Maricopa Community Colleges Governing Board Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. Officers/Members

All reference in this document to positions will designate whether the position is an officer position or a member position.

Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.

2. Designation

Colleges with two (2) student governments shall designate the governments as "day" or "evening." Colleges with one (1) government shall be considered day students, for the purposes of this document.

2.5.5 Student Goverance

3. Eligibility for Office

All student governance constitutions shall prescribe that all persons elected or appointed as officers shall be enrolled in and maintain a minimum of six (6) credit hours for day student governments, three (3) credit hours for evening student governments. Officers shall have and maintain a minimum cumulative grade point average of 2.50 and be in good standing (not on probation) according to the written district policy. Convicted felons shall be ineligible for office (ARS § 13-904). The constitution may, however, set more rigid requirements, if so desired by college student governance.

4. Tenure of Position

Tenure in any student governance position shall be determined by the respective student governance constitutions. In no case shall any student be allowed to serve in any combination of officer/member positions beyond a total of ten (10) semesters. Tenure in any combination of officer positions shall be limited to four (4) semesters.

5. Removal from Office

Provisions shall be made in all student governance constitutions for removal for cause of individuals from elected or appointed student governance positions.

6. Remuneration Limitations

A. Student body officers may receive financial support and/or a letter grade in a leadership class during their terms of office as authorized in their respective student governance constitutions. Student body officers (maximum 5) may receive up to twenty (20) hours per week in financial support and/or up to six (6) credit hours in leadership classes per semester. Remuneration shall be for services rendered and not for merely holding the office.

B. For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.

C. The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.

D. Compensation may be received for both honorariums/scholarships and college employment in the same semester.

7. Amending Student Constitutions

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any constitutional changes to the President of the college for transmittal to the Governing Board General Counsel.

8. Student Governance Advisors

College organization advisors will be provided for in each student governance constitutions. Such advisors shall be full-time or part-time employees of the Maricopa Community Colleges.

Recommendations for appointment of an advisor may be submitted to the appropriate vice president or college president. Recommendations for dismissal of an advisor with just cause may be submitted to the appropriate vice president or college president.

9. Legal/Fiscal/Financial Matters

Authority and responsibility beyond the scope specifically covered in student policies, or interpretation of such matters within laws, board policies, etc. shall rest with the offices of General Counsel and Chancellor, respectively.

10. Final Authority

In the event of a complete breakdown of the governance body, the college president will serve as the final authority.

2.5.5 Student Goverance

Student Clubs and Organizations

In addition to student governing bodies, student clubs and organizations may be formed that fall under the operational direction of the Office of Student Life and Leadership and the administrative direction of the Vice President of Student Affairs at each college. Student clubs and organizations are generally interest-based in nature (such as for a particular program, discipline, or college activity) and are considered to be an important part of the total college experience. Each college shall outline the requirements necessary to establish the formation of an interest-based student club and organization (i.e., mission/purpose, size, structure, advisors). Club advisors shall be employees of the Maricopa County Community College District.

In most instances, student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College. Pursuant to ARS §15-1863, religious or political student organizations may determine that the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are part of the organization's religious or political mission and that only persons committed to that mission should conduct such activities. For religious and political organizations, state statute recognizes the role that viewpoint serves in the mission and purpose of the organization's operations. Thus, such groups may elect to select members based upon organizational doctrine. The MCCCD may not deny recognition or any privilege or benefit to a religious or political student organization or group that exercises its rights pursuant to the statute.

Whereas ARS §15-1863 allows religious and political organizations to determine their internal affairs and the selection of their leaders and members, the MCCCD non-discrimination policy is applicable to all other aspects of these student clubs and organizations.

4.18 Consensual Relationships

1. General

The existing Governing Board Policy on Hiring of Relatives prohibits employees from being involved in any employment or key decision that involves a relative. This would include work performance, job assignments, or pay related matters. In that such relationships can create a conflict with the interests of the Maricopa Community Colleges, and the increased potential for nepotism and favoritism, the same principles also apply in the case of consensual amorous, romantic and/or sexual relationships that occur between employees or between employees and students.

In the work and academic environment, such a relationship that might be appropriate in other circumstances is inappropriate if one of the individuals in the relationship has a professional responsibility toward, or is in a position of authority with respect to, the other, such as in the context of supervision, instruction, coaching, counseling or advisement. An element of power is present in such a context and it is incumbent upon those with authority not to abuse that power. In addition, consensual relationships may yield to third parties the appearance that unfair bias or favoritism towards the student or supervisee is taking place.

A. Definitions

i. Consensual relationships are defined as romantic, amorous and/or sexual relationships between consenting employees or between employees and adult (18 years or older) college students currently enrolled at one of the community colleges.

ii. An employee is any individual who is employed by the Maricopa County Community College District (MCCCD). An employee includes an individual who is subject to an established employee job group policy manual, whether regular, full-time board approved, at-will, part-time, and/or temporary. An employee also includes a contract worker (special services employment, request for personnel services) working or serving as an agent or designee on behalf of the MCCCD.

iii. A student is considered to be any person currently enrolled in a credit or non-credit class at one of the colleges or centers within the Maricopa County Community College District.

4.18 Consensual Relationships

iv. A vendor is someone who sells or can sell products or services to the Maricopa County Community College District.

v. A recent consensual relationship is considered to be one that has taken place within the past 24 months.

B. Prohibited Conduct

i. An employee shall not maintain, engage in or be involved in a consensual relationship with another employee who is subject to that individual's supervision or with a student that is currently enrolled in the individual's class, or a student whom the individual otherwise instructs, coaches, counsels or advises, or with a vendor if the employee manages that contract or otherwise exerts influence over the contract.

ii. The Governing Board recognizes that the personal life of its employees is not a concern of the institution, and therefore, this regulation does not seek to prohibit romantic relationships that exist between parties where the context of power-authority between employees or between employees and students is not present; and provided that the relationship does not affect the employee's effectiveness in fulfilling his or her professional obligation. For these instances, appropriate measures should still be taken in order to avoid conflicts of interest from occurring. For relationships that may exist prior to the time that either a student or employee is placed in a situation of instruction or supervision that is considered to be a conflict of interest, the employee(s) involved shall disclose and take immediate measures to avoid the conflict or appearance of conflict.

2. Procedures for Disclosure

Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.

A. Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:

i. Immediate disclosure by the employee of the relationship to their supervisor and to the appropriate Vice President or Vice Chancellor in order to ensure that any conflicts of interest have been adequately addressed.

ii. The respective administrator responsible for the department or division shall place the subordinate under alternate supervision when a supervisor under his/her direction has or has had a recent consensual relationship with the employee.

iii. The supervisor shall recuse himself or herself from any discussions or involvement with decisions related to evaluations, promotion, hiring, determination of salary, or continuation of contract or employment.

iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies the appropriate alternate arrangements that have been made to eliminate the conflict of interest. The EEO/AA Office shall be provided a copy of the report along with the employees involved in the relationship.

B. Where the employee is already in or has had a recent consensual relationship with a student prior to enrollment in his or her class, the following procedures shall be followed:

i. The faculty member shall counsel and advise the student not to enroll in his or her course.

ii. The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.

4.18 Consensual Relationships

iii. If it is not possible for a student to enroll in another course, section, or course and section at another college due to a requirement for completion of a degree or certificate and no other academic option is available, disclosure of the relationship will be made to the appropriate Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor for Academic and Student Affairs for consideration. The Chancellor or his/her designee may allow a student to enroll in the class only upon a showing by the student that the enrollment is necessary to avoid an extreme hardship, and upon a showing by the college President or designee that the academic integrity of the student's enrollment in the class will nevertheless be maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process at: **https://administration.maricopa.edu/acknowledgement-and-disclosure**.
4. An employee who fails to follow the requirements established in this policy and who does not withdraw from participation in activities or decisions that may reward or penalize a supervisee or student with whom the employee has or has had a recent consensual amorous relationship, will be considered in violation of policy and will be addressed in accordance with established processes in job group policy manuals.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

The information contained in this document was prepared under the guidelines established by 20 United States Code, section 1092(f), known as the "Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime Statistics Act," and the Code of Federal Regulations. The information represents a general description of the Maricopa County Community College District (MCCCD Administrative Regulation included in section 2.4.11) - Rio Salado College security/safety policies and programs, and the crime statistics for the most recent calendar year, in addition to the two preceding calendar years. This information is not intended to serve as a contractual agreement between the college and the recipient.

General/Introduction

Rio Salado College Public Safety enjoys good relations with its neighbors and maintains a highly visible Public Safety Department which provides for the safety of the campus community.

Rio Salado College Public Safety personnel cooperate fully and maintain a good working relation with city, county, state and federal law enforcement agencies. This relationship includes communication among the agencies in reference to certain reported crimes and of certain arrests, as required by the Clery Act (The Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistic Act). Rio Salado College reports all incidents of alleged criminal activities, which occur on the college property.

In today's society, no community can be totally risk free. Therefore, in order to lessen the chances of crimes occurring within the campus community, cooperation and vigilance is critical. All members of the campus community are encouraged to immediately report all suspected crimes, unusual or suspicious activities, and emergencies to Public Safety.

Crime Awareness and Prevention Programs

Campus Security - Public Safety Department and External Law Enforcement Agencies

Rio Salado College Public Safety provides for the security and safety of the college campus community. The department is located inside of the Tower Building, Second Floor, Suite 2017. The address is 2323 West 14th Street, Tempe, AZ 85281. The operational hours of the department is seven days a week, including holidays and standard days of college closures. The telephone number is **480-377-4555**, or from a college phone (land line) ***555** (star 555).

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

The department staff consists of one Commander, and several non-sworn public safety aides, in addition to an office support staff. Most college locations have public safety aides on duty during their hours of operation. These public safety aides are supervised by the Rio Salado College Commander of Public Safety. The Public Safety Commander has full peace officer authority, including arrest authority under Arizona Revised Statutes (ARS) Title 13-3883 and as further defined by the Arizona Peace Officer Standards and Training Board. The public safety aides have no arrest authority except those granted under ARS 13-3884. Rio Salado College Public Safety maintains a cooperative working relationship with all police and fire departments within the county of Maricopa, and will request assistance from these agencies as needed.

Security and Access to College Facilities

Rio Salado College strives to maintain a safe and secure college campus environment for students, staff and visitors. Offices, meeting rooms, and classrooms are monitored and/or secured when not in use. College Public Safety members, who discover defective doors and locks, interior/exterior lighting problems, or other safety hazards, immediately report the situation to the appropriate college department for action. To further improve safety, the Rio Salado College encourages all college community members to take an active role and immediately report any observation of a suspected crime, unusual or suspicious activity, emergency, or hazardous condition to **480-377-4555** or **480-517-8200**, or on college extension ***555** or ***501**.

The college does not own, maintain or control: a) dormitories or other residential facilities; b) off campus facilities for recognized student organizations; and c) non-campus buildings or properties that are used for educational purposes.

The campus is open Monday-Thursday, 8:00 AM to 10:00 PM; Friday, 8:00 AM to 5:00 PM; and Saturday, 8:00 AM to 5:00 PM and is closed on Sunday and designated holidays.

Reporting Crime and Emergencies

Crime or Other Emergency in Progress: : Students, employees and others are encouraged to report all criminal activity and emergencies occurring on campus. A report may be filed with a public safety aide or appropriate personnel in the Public Safety Department, or by calling **480-377-4555** or on college extension ***555**. In emergency situations, 9-1-1 may be called first, followed by an immediate notification to College Public Safety at **480-377-4555** or on college extension ***555**.

Reports of a past crime or incident may be made to the following law enforcement authorities. This list provided is determined by the city of the Rio Salado College location where the incident occurred.

- Rio Salado College Public Safety Department: In person or by calling **480-377-4555 and/or the following local police agency of the location where the incident occurred**
  - Avondale Police Department: In person or by calling **623-333-7000**
  - Glendale Police Department: In person or by calling **623-930-3000**
  - Mesa Police Department: In person or by calling **480-644-2211**
  - Phoenix Police Department: In person or by calling **602-262-6151**
  - Surprise Police Department: In person or by calling **623-222-4000**
  - Tempe Police Department: In person or by calling **480-350-8311**

Crimes may also be reported to Campus Security Authorities as defined by the Campus Security Policy and Campus Crime Statistics Act. These authorities include officials who have significant responsibility for student and campus activities such as the Dean of Student Affairs, athletic coaches and various faculty advisors.

Voluntary Confidential Reporting

At Rio Salado College, we will take a report that will allow a victim or witness to report crime on a voluntary and confidential basis. Call the Public Safety office at **480-377-4555** and ask to speak to the Commander.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Confidential Reporting to a Counselor

Rio Salado College does not have a policy or procedure that encourages its professional counselors; if and when the counselor deems it appropriate, to inform the person being counseled of any procedures to report crime on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Generally, when counselors do not have the permission of the victim, they can only report the occurrence of a number/statistic to the law enforcement authority.

Institutional Response and Timely Warning Reports:

The importance of reporting crime, suspected crime and unusual or suspicious activity to Rio Salado College Public Safety Department cannot be over emphasized. The reports provide a basis for making timely warnings when a crime may present a threat to other members of the college campus community and also assist the college in providing a full disclosure in the annual crime statistics report. In addition, such action by a victim or witness will assist in making the campus environment a safer place for the entire community.

Generally, a public safety aide is immediately dispatched to all college related incidents. A public safety aide and, if necessary, a local police officer will respond to each report of criminal activity. The local Fire Department responds to reports of fire or medical emergencies. In the event of the identification of an on-going threat to the safety and security of the college population, Rio Salado College Public Safety will issue a warning. This warning may be made via posters, emails, through the college newspaper, voice notification, SMS texting, or a combination of these methods.

Public Safety Updates/Daily Crime Log

The occurrence of crime considered to present a threat to members of the college campus community, is reported on a weekly basis through the "Rio Salado College Public Safety Update – Crime Awareness/ Prevention Bulletin." Copies of the update are available in the College Public Safety office. All college employees receive updated information through the employee portal, College Public Safety site. This information may also be viewed on the web site of Rio Salado College Public Safety. The update provides information on specific crime(s) that have occurred on campus and routinely contains tips on how to avoid becoming a victim.

Rio Salado College Public Safety maintains a Daily Crime Log that contains the date, time, location, nature and disposition of all crimes occurring at the college and on adjacent public property. Entries in the log are made within two business days of the incident report. Copies of the log are available to anyone requesting this information at the Public Safety office. Requests for Daily Crime Log information older than 60 days will be provided within two business days. This information is available during regular business hours, Monday – Friday, 8:00 AM – 5:00 PM, excluding holidays and when the college is closed.

Crime Statistics:

Statistics and security policies, collated in accordance to the guidelines established in the Clery Act (20 USC§1092(f)), are published and distributed annually to all current students and employees, and to any applicant for enrollment or employment at the college. A copy will also be provided to anyone, upon request to the College Public Safety office, in person or by telephone at **480-377-4555**.

Crime Awareness/Prevention Bulletin:

The occurrence of crime considered to present a threat to members of the college community is reported on a timely basis through the "Crime Awareness/ Prevention Bulletin." All college departments are notified through electronic mail. The bulletin provides information on the specific crime (s) that occurred and how to avoid becoming a victim.

Escort Service

An escort service is available to the students, faculty and staff of Rio Salado College. A request may be made to Rio Salado College Public Safety at extension ***555** from a college phone or **480-377-4555**. An public safety aide will respond and accompany you to a vehicle or the bus stop closest to the campus.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Safety Presentations

Rio Salado College Staff Development will conduct presentations relating to crime prevention and safety policies during orientations and at other times, when requested by staff or students. Crime prevention materials are made available to all incoming students. Rio Salado College provides these presentations and programs through various methods of training, which includes Brown Bags.

Alcohol and Drug Policy and Prevention

District Policy:

The Maricopa Community College District supports the Drug Free Schools and Communities Act Amendments of 1989, Public Law 101-226, and complies with all federal, state, and local laws pertaining to controlled substances, including alcohol. The possession, sale or consumption of an alcoholic beverage in any premises owned and/or leased/rented by the District for approved educational purposes is prohibited.

College Response to Alcohol and Drug Violations:

Besides the sanctions imposed by federal and state courts concerning controlled substance violation(s), Rio Salado College will respond administratively when the offense involves a student or employee as the offender. Students and employees are subject to applicable District policies and disciplinary procedures. Sanctions may include suspension or expulsion for student offenders or termination of employment for employees.

Alcohol and Drug Abuse Prevention Program:

Rio Salado College utilizes evidenced-based strategic interventions, collaboration, innovation and the incorporation of the wellness dimensions to reduce harmful consequences of alcohol and other drug use. Additional information is available at:

http://www.riosalado.edu/consumerinformation/Pages/AlcoholAndDrugAbusePrevention.aspx

Breathe Easy Initiative

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of "e-cigarettes") and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, roof tops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Sexual Assault Procedures, Reporting and Prevention

Reporting a Sexual Assault:

Any student, employee or visitor who is the victim of a sex offense, forcible or non-forcible, is encouraged to report the assault to the Rio Salado College Public Safety Department or the local police department. If a victim so chooses, he/she may be assisted by college authorities in reporting the assault to the proper law enforcement authorities. After making the report, the victim is not obligated to continue with legal or college disciplinary action. The assault may be reported in person at:

1. The Public Safety Department: In person or by calling **480-377-4555**
2. The local police department within the city of the college: In person or by calling:
    - Avondale Police Department: In person or by calling **623-333-7000**
    - Glendale Police Department: In person or by calling **623-930-3000**
    - Mesa Police Department: In person or by calling **480-644-2211**
    - Phoenix Police Department: In person or by calling **602-262-6151**
    - Surprise Police Department: In person or by calling **623-222-4000**
    - Tempe Police Department: In person or by calling **480-350-8311**

In emergency situations, 9-1-1 may be called first, followed by an immediate notification to College Public Safety at **480-377-4555** or on college extension ***555**.

Preserving Evidence of a Sexual Assault

After a sexual assault, it is very important that the victim receive a medical examination for health and evidentiary reasons. A victim should not wash; use the toilet or change clothes before seeing trained medical personnel. If clothes are changed, those worn during the assault should be placed in a paper bag and taken along to the examination. Even if the victim is certain that he/she will not prosecute, it is important to gather as much evidence as possible just in case the victim decides to pursue criminal charges at a later date.

Coping with Sexual Assault

Victims of a sexual assault may find it helpful to discuss their experience with a counselor. College counselors are available to meet with victims in an informal and private setting. The counselor can assist by changing a victim's academic situation, serve as a source of referral to outside agencies, and provide information about on-and-off college campus reporting, prosecution procedures, and the college disciplinary process.

Victims of a sexual assault may also receive free, confidential, twenty-four hour, counseling by calling the Rape Abuse Incest National Network (RAINN) at **1-800-656-4673**, extension 1. Trained counselors are available twenty-four hours a day, seven days a week.

How to Reduce the Risk of Sexual Assault

Reproduced from the RAINN web site at: **www.rainn.org**

- When you go to a party, go with a group of friends.
- Arrive together, watch out for each other, and leave together.
- Don't leave your beverage unattended or accept a drink from an open container.
- Don't allow yourself to be isolated with someone you don't know or trust.
- Be aware of your surroundings at all times.
- Trust your instincts.
- Think about the level of intimacy you want in a relationship, and clearly state your limits.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Prevention Programs

Rio Salado College staff development will conduct presentations relating to crime prevention and safety policies during orientations and at other times, when requested by staff or students. Crime prevention materials will be distributed to all students upon request.

College Response to a Sexual Assault

Sexual assault is a criminal act which subjects the perpetrator to criminal and civil penalties in state and federal courts. Besides the sanctions that can be imposed in court, Rio Salado College will respond administratively if a sexual assault or other criminal offense involves a student or employee as the offender. Students and employees are subject to applicable District policies and disciplinary procedures, including policies prohibiting sexual harassment. Sanctions may include suspension or expulsion for student offenders or termination of employment for employees.

Victims may commence a disciplinary action by submitting a written, signed statement detailing the incident to the Associate Dean of Student Services. The accuser and accused are entitled to the same opportunities to have others present during the disciplinary hearing, and in the case of sexual assault, both the accuser and accused shall be informed of the outcome.

Information for Crime Victims about Disciplinary Proceedings

Rio Salado College, upon written request, will disclose to the alleged victim of any crime of violence or non-forcible sex offense, the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon request, to the next of kin of the alleged victim. This provision applies to any disciplinary proceeding conducted by the college on or after August 14, 2009.

Sex Offender Registry

Sex offender registry information is not maintained by Rio Salado College Public Safety. Law enforcement agency information concerning registered sex offenders may be obtained by visiting the following Internet address: **www.azsexoffender.com**.

Emergency Response and Evacuation Procedures

Emergency Notification

A public safety aide is immediately dispatched to all college emergency related incidents. A public safety aide and, if necessary, a local police officer will respond to each report of criminal activity. The local Fire Department responds to reports of fire or medical emergencies.

Upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of the campus population, Rio Salado College Public Safety will initiate the campus Mass Notification System (MNS), unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. The MNS is capable of reaching those on campus through redundant means that may include emergency beacons, VoIP telephony, sirens, a public address system, bullhorns and/or other means available. The decision on an appropriate course of action and the type of instructions given to the campus community will be made by the Public Safety Director, a college campus police officer or other college official based upon the information available at the time. Actions may vary and may include orders to evacuate a portion of or all of the campus or to lock down in place.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Evacuation Procedures

All Rio Salado College buildings have an alarm notification system for evacuations. When the alarm sounds in a campus building, individuals should immediately evacuate the building and gather at a predetermined Point of Assembly.

Rio Salado College assigns individuals to assist with the evacuation process. These individuals are called Building Evacuation Team Members. When an emergency occurs, these individuals are responsible for safely directing employees, visitors and guests to the closest exit and then to the designated Point of Assembly. They also assist individuals who cannot descend stairs to the closest Area of Rescue Assistance. Evacuation plans are available at the Public Safety department at the Rio Salado College Administrative Headquarters and additional locations.

Testing Emergency Response and Evacuation Procedures

Fire alarms as well as evacuation and immediate warning (MNS) systems are tested on a regular basis and at least annually. Tests may be announced or unannounced.

Additional Policies

Weapons

With the exception of college campus police officers and other state certified police officers, the possession or use of a firearm on the college property is strictly forbidden. The Maricopa Community College District Governing Board promulgated the weapons policy under ARS §13-2911 C. Anyone violating the policy is subject to arrest under ARS § 13-2911 and/or subject to applicable college disciplinary procedures.

Assistance for Disabled Motor Vehicles

Rio Salado College Public Safety does not provide assistance for disabled motor vehicles.

Children on Campus

Children younger than 18 years of age may not attend a class unless they are officially registered for the class. Children that are not officially registered are not allowed on college campus unless participating in an authorized college program or under the immediate supervision of an adult.

Annual Disclosure of Crime Statistics

Preparing the Annual Disclosure

Rio Salado College Public Safety, under direction of the Director of Public Safety, has the responsibility of gathering the data used to prepare the annual campus crime statistics. The data is obtained from reports made to Rio Salado Public Safety, the local police department within the city of the Rio Salado College location, and College Security Authorities. The college campus crime data is gathered the same day that it is reported. Data is obtained annually from all local police agencies within the area of the Rio Salado College locations and compared with the data gathered at the college. The resulting data is used to prepare the annual crime statistics report.

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Rio Salado College – Annual Crime Statistics

The following statistics were gathered in accordance with the guidelines established under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. §1092(f)). The crime definitions outlined in the Federal Bureau of Investigation's National Incident Based Reporting System, as modified by the Hate Crime Statistics Act, were utilized in compiling the numbers.

Follow link to view crime statistic tables: **www.riosalado.edu/about/Documents/safety_disclosure.pdf**

Note:

1. The college interprets **"On Public Property"** to mean the near sidewalk, in the street, and on the far sidewalk surrounding the perimeter of the college property.
2. Based on available data, no hate crime occurred at the college or on public property from **2005** through **2011**.

The college does not own dormitories or other residential facilities. Nor does the college own or control a non-college building or property that is used for educational purposes.

Questions?

If you have concerns or need more information about security policies and safety at Rio Salado College, please contact the Director of Public Safety at **480-377-4555** or the Vice President of Administrative Services at **480-517-8137**. A college official will be glad to discuss your concerns.

Tempe - Main	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio - Avondale	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Rio - Communiversity @ Surprise	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Dental Hygiene Center	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio - Downtown	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio - Communiversity @ Queen Creek	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Rio - Lifelong Learning Center	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio @ Luke Air Force Base	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

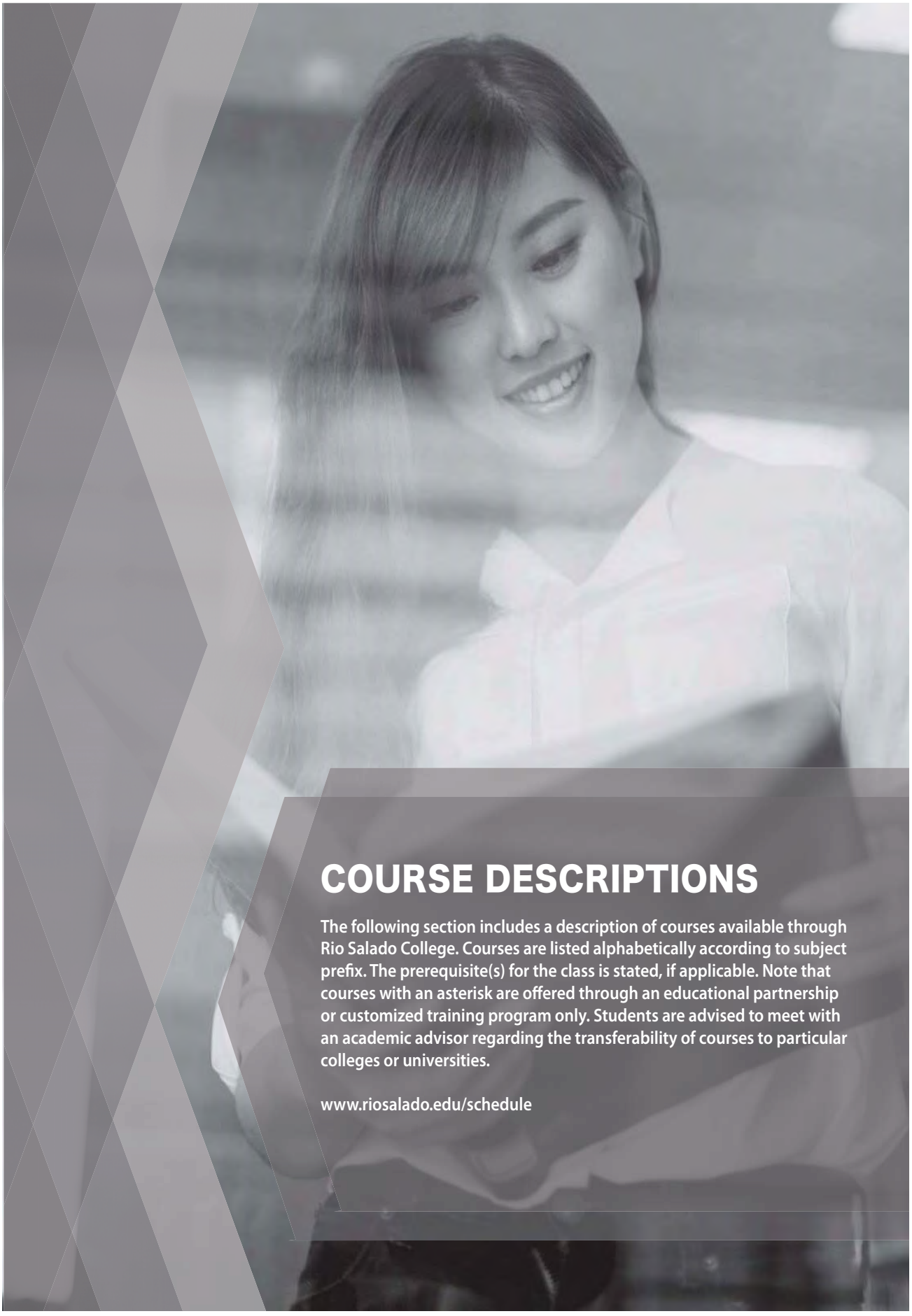
East Valley Veterans Educational Center	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio - Northern	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Rio - Southern	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			

Rio - Thomas	2011	2012	2013
OFFENSE:			
Murder and Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offense	0	0	0
Non-Forcible Sex Offense	0	0	0
Domestic Violence (New for 2013)	0	0	0
Dating Violence (New for 2013)	0	0	0
Stalking (New for 2013)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Arson	0	0	0
Motor Vehicle Theft	0	0	0
ARREST FOR:			
Liquor Law Violation	0	0	0
Drug Abuse Violation	0	0	0
Weapons Possession	0	0	0
REFERRALS:			
Liquor Law Referrals	0	0	0
Weapons Possession Referral	0	0	0
Drug Law Violation Referral	0	0	0
These referrals include On-Campus, Non-Campus, and Public Property.			
Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.			
Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281			



COURSE DESCRIPTIONS

The following section includes a description of courses available through Rio Salado College. Courses are listed alphabetically according to subject prefix. The prerequisite(s) for the class is stated, if applicable. Note that courses with an asterisk are offered through an educational partnership or customized training program only. Students are advised to meet with an academic advisor regarding the transferability of courses to particular colleges or universities.

www.riosalado.edu/schedule

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Course Descriptions

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The Shared Unique Number (SUN) System helps students identify courses that will directly transfer among Arizona's community colleges and three public universities. Using the SUN System, students can easily search for and enroll in courses that offer direct equivalency at other Arizona colleges and universities. SUN courses have their own unique course number and prefix listed alongside each college's course number. Look for the SUN icon in your course catalog or college website or visit **www.azsunsystem.com** for more information.

Accounting (ACC)

ACC105 **3 Credits**

Payroll, Sales and Property Taxes

Tax reporting for payroll, sales, and personal property. Prerequisites: None.

ACC107* **4 Credits**

Bookkeeping Theory and Practice

Fundamental accounting practices; application to retail stores, professional firms, and personal service operations. Prerequisites: None.

ACC109* **3 Credits**

Accounting Concepts

Introduction to accounting with emphasis on analysis and applications of financial information. Prerequisites: None. GBS151 and reading ability equivalent to RDG091 suggested but not required.

ACC111 **3 Credits**

Accounting Principles I

Fundamental theory of accounting principles and procedures. Prerequisites: None.

ACC112 **3 Credits**

Accounting Principles II

Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general purpose financial statements. Prerequisites: ACC111 with a grade of "C" or better, or permission of department/division.

ACC115 **2 Credits**

Computerized Accounting

Mastery of a microcomputer accounting system including the general ledger, accounts receivable, accounts payable, and payroll. Prerequisites: ACC107 or ACC111 or ACC211 or ACC230, or permission of Instructor.

ACC121 **3 Credits**

Income Tax Preparation

Preparation of and practical experience in preparing individual federal income tax returns using computer software. Prerequisites: None.

ACC211 SUN # ACC2201 **3 Credits**

Financial Accounting

Introduction to theory and practice in the preparation and interpretation of general purpose financial statements. Prerequisites: None.

ACC212 SUN # ACC2202 **3 Credits**

Managerial Accounting

Development and analysis of accounting information for managerial planning and control. Prerequisites: A grade of "C" or better in (ACC111 and ACC112), or ACC211, and (CIS105 or permission of department/division).

ACC221 **3 Credits**

Tax Accounting

Preparation of and accounting procedures for individuals; introduction to partnerships and corporate tax structures. Prerequisites: ACC111 or ACC211 or permission of department/division.

ACC230 **3 Credits**

Uses of Accounting Information I

Introduction to the uses of accounting information for internal and external purposes with emphasis on financial statement analysis. Prerequisites: Grade of "C" or better in ACC111 or ACC211, or a grade of "C" or better in (ENG101 and MAT151 and CRE101), or equivalent, or satisfactory score on District placement exam.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ACC240 **3 Credits**

Uses of Accounting Information II

Introduction to the uses of accounting information for internal and external purposes with emphasis on analysis for use by management. Prerequisites: ACC230.

Addictions and Substance Use Disorders (ASD)

ASD100 **3 Credits**

Foundations of Addictions and Substance Use Disorders

Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor, ethical issues, pharmacology, family dynamics, dual diagnosis, intervention techniques, self-help groups, levels of care, symptom identification, and conducting alcohol/drug histories. Interactive work stressed. Prerequisites: None.

ASD102 **3 Credits**

Communication Skills in Treating Addiction

Further examination and refinement of communication and beginning professional counseling skills as they relate to the addicted client and family members. Emphasis on practicing the application of these skills to various situations associated with treatment planning. Recordkeeping/ documentation skills emphasized. Prerequisites: None.

ASD110 **3 Credits**

Pharmacology of Substances of Abuse and Dependency

Exploration of the pharmacology of substance of abuse and dependency. Examines the effects of psychopharmacological chemicals on human physiology. Emphasis on identification and management of substances of abuse and dependency. Prerequisites: None.

ASD120 **1 Credit**

Professional Ethics in Addictions and Substance Use Disorders

Exploration of topics relative to the professional and ethical development of the addictions and substance use disorders counselor, including codes of ethics, confidentiality laws, professionalism and boundary issues, and the meeting of individual counselor needs within the field. Prerequisites: None.

ASD145 **1 Credit**

AIDS and Addiction

Exploration of AIDS and its relationship to addiction. Emphasis on myths and realities of AIDS, personal values, feelings, and limitations and treatment goals. Prerequisites: None.

ASD150 **2 Credits**

Principles of Self-Help Groups

Overview of the fundamental principles, concepts and historical antecedents of the various self-help groups. Emphasis on the self-help groups of Alcoholics Anonymous, Al-anon, Alateen, Narcotics Anonymous, Co-dependents Anonymous, and Adult Children of Alcoholics Prerequisites: None.

ASD161 **3 Credits**

Beginning Clinical Documentation Skills

Overview of addictions and substance use disorders counseling, interviewing, and documentation. Includes record keeping and documentation skills. Alcohol and drug abuse counselor core functions emphasized. Prerequisites: None.

ASD165 **2 Credits**

Theories and Techniques in the Treatment of Addictions

Overview of counseling theories including the application to addictions and substance use disorders groups. Recordkeeping skills and beginning counseling skills emphasized. Prerequisites: None.

ASD220 **3 Credits**

Family Dynamics and Addiction

Analysis of the impact of addictions on all the members of a family. Interviewing, assessment and therapeutic approaches particularly useful for these family members presented. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ASD226 **3 Credits**

Counseling Multicultural and Diverse Populations

Exploration of influences of culture and diversity on addictions and substance abuse. Emphasis on recovery and therapeutic relationships. Prerequisites: None.

ASD236 **2 Credits**

Relapse, Recovery, and Addiction

Review of the bio-psycho-social processes of recovery and relapse in addictions. Exploration into those factors that both contribute to and inhibit recovery and relapse. Prerequisites: None.

ASD245 **2 Credits**

Co-Occurring Disorders

Examines co-occurring disorders from the bio-psycho-social model. Includes causes, consequences, assessment, and treatment, emphasizing the psychoeducational model of treatment. Prerequisites: None.

ASD250 **3 Credits**

Group Interventions

Focus on group dynamics and group process as they relate to addictions and substance use disorders. Exploration of group developmental stages, family intervention models, various counseling approaches/techniques and their application to therapeutic, education and family groups. Prerequisites: None.

ASD275 **3 Credits**

Advanced Theory and Techniques in the Treatment of Addiction Disorders

Capstone course for level two certificate in addictions and substance use disorders program. Focus on counseling theories and techniques used by counselors as they relate to the client and family members. Prerequisites: ASD220, ASD226, ASD245 and ASD250 with a grade of C or better, or permission of Instructor.

ASD280 **6 Credits**

Addictions and Substance Use Disorders Practicum

Opportunity for advanced students to use his/her developed knowledge and skills in an applied setting with supervision. Prerequisites: ASD275 with a grade of C or better, or permission of Department or Division. Course Notes: ASD280 may be repeated for a total of twelve (12) credit hours.

ASD285 **1 Credit**

Addictions Seminar

Special topics in addictions and substance use disorders with an emphasis on current issues not covered in other addictions and substance use disorders courses. Prerequisites: None. Course Notes: ASD285 may be repeated for a total of four (4) credit hours.

ASD285AA **1 Credit**

Treatment for Stimulant Use Disorders Seminar

Stimulant use disorder treatment issues. Emphasis on current and developing treatment information. Covers common stimulant abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285AA may be repeated for a total of four (4) credit hours.

ASD285BB **1 Credit**

Adolescent Substance Abuse Treatment Seminar

Adolescent substance abuse treatment issues. Emphasis on current and developing treatment information. Covers common adolescent substance abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285BB may be repeated for a total of four (4) credit hours.

ASD285CC **1 Credit**

Addiction Review Seminar

A brief review of current addiction issues. Emphasis on current and developing treatment information. Covers common alcohol and drug addiction characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285CC may be repeated for a total of four (4) credit hours.

ASD285DD **1 Credit**

Motivation for Change in Substance Abuse Treatment Seminar

Issues regarding motivational change in substance treatment. Emphasis on current and developing treatment information. Covers common motivational change techniques. Also includes community resource information. Prerequisites: None. Course Notes: ASD285DD may be repeated for a total of four (4) credit hours.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ASD285EE **1 Credit**

Domestic Violence and Substance Abuse Seminar

Domestic violence and substance abuse treatment issues. Emphasis on current and developing domestic violence and substance abuse information. Covers techniques, strategies, and treatment modalities for domestic violence and substance abuse patients. Also includes community resource information. Prerequisites: None. Course Notes: ASD285EE may be repeated for a total of four (4) credit hours.

ASD285FF **1 Credit**

Street Drugs Seminar

Street drug issues. Emphasis on current and developing street drug information. Covers techniques strategies and treatment modalities for street drug abuse patients. Also includes community resource information. Prerequisites: None. Course Notes: ASD285FF may be repeated for a total of four (4) credit hours.

ASD285GG **1 Credit**

Addictive and Medical Plants Seminar

Addictive and medical plant issues. Emphasis on current and developing addictive and medical plant information. Covers addictive and medical plant typology. Also includes community resource information. Prerequisites: None. Course Notes: ASD285GG may be repeated for a total of four (4) credit hours.

ASD285HH **1 Credit**

Intervention and Treatment for Addictions and Substance Use Disorders Seminar

Brief interventions and treatment for addictions and substance use disorders. Emphasis on current and developing intervention and treatment information. Covers treatment and intervention techniques for use with addictions and substance use disorders. Also includes community resource information. Prerequisites: None. Course Notes: ASD285HH may be repeated for a total of four (4) credit hours.

ASD285II **1 Credit**

Multicultural Aspects

Multicultural aspects of counseling in addictions and substance use disorders. Emphasis on current and developing treatment information. Covers common aspects of multicultural characteristics and treatment strategies. Also explores ethical counselor/client relationships. Prerequisites: None. Course Notes: ASD285II may be repeated for a total of four (4) credit hours.

ASD285JJ **1 Credit**

Clinical Supervision Training of Supervisors

Clinical supervision training of supervisor issues. Emphasis on current and developing treatment information. Also includes community resource information. Prerequisites: None. Course Notes: ASD285JJ may be repeated for a total of four (4) credit hours.

ASD294 **3 Credits**

Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing

Review for individuals preparing for addictions and substance use disorders counselor licensing and/or certification exams. Emphasis on ethics, treatment, pharmacology, family issues, and self-help groups. Prerequisites: None.

Advertising Arts (ADA)

ADA102* **3 Credits**

Advertising Production Methods

Production procedures for publications and other print media. Layout and sizing ads, type specification, meeting deadlines, proofreading symbols, and mechanical separation for color and tone. Practice with copy proofs and camera-ready pasteups. Prerequisites: None.

ADA114* **3 Credits**

Graphics Printing Processes

Printing methods, skill development in planning and layout, composition methods, proofing and correction, color process, image carrier preparation. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ADA175* **3 Credits**

Electronic Publishing Design I

Introduction to the multiple elements of commercial publishing using the microcomputer. Basic foundation in the use of electronic page layout techniques. Emphasis on publication design layout and concepts. Prerequisites or Corequisites: ART100 or permission of instructor.

ADA177* **3 Credits**

Computer-Photographic Imaging

Introduction to the multiple elements of microcomputer-photographic imaging. Basic foundation in the use of the photographic manipulation of images using software programs. Special attention to aesthetic foundation underlying photographic composition. Prerequisites or Corequisites: ART100 or permission of instructor.

ADA183* **3 Credits**

Computer Aided Graphic Arts I

Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. Prerequisites or Corequisites: ART100 or permission of instructor.

ADA283* **3 Credits**

Computer Aided Graphic Arts II

Advanced skill development of graphic design through use of microcomputer. Emphasis on computer design and techniques for producing all types of camera-ready advertising art for printed matter and package design. Includes illustration, typography, photo imaging, and color separation. Prerequisites: ADA183 or ART183 or permission of instructor.

ADA289* **3 Credits**

Computer Illustration

Introduction to the multiple elements of commercial illustration using the microcomputer. Basic foundation in the use of computer techniques including color paint and draw programs for the production of commercial illustrations for publications and printed matter. Use of and output devices. Prerequisites or Corequisites: ART100 or permission of instructor.

Agribusiness (AGB)

AGB130* **3 Credits**

Establishing and Running an Agribusiness

Basic principles used in establishing and running an Agribusiness. Emphasis on business requirements to maintain a business enterprise in Arizona. Prerequisites: None.

Agricultural Landscape (AGL)

AGL184* **2 Credits**

Landscape Drafting and Design I

Basic principles of landscape design, including drafting and design techniques commonly used in the field of landscaping. Emphasis on simple working drawings and detailed views, symbols, lettering, and drafting standards. Prerequisites: None.

Agricultural Science (AGS)

AGS164* **4 Credits**

Plant Growth and Development

Principles of growth in relation to seed germination, emergence, growth and reproduction processes of plants and the environmental influences on plant growth processes. Prerequisites: None.

AGS182 **2 Credits**

Gardening Practices and Techniques

Cultural practices of vegetables, fruits and ornamental plants as they relate to organic and inorganic gardening. Prerequisites: None.

AGS183* **3 Credits**

Urban Plant Identification and Use

Identification, growth, cultural requirements, uses, maintenance, and care of landscape trees, shrubs, vines and ground covers commonly used in Arizona. Prerequisites: None.

AGS186* **3 Credits**

Greenhouse Management and Construction

Principles and practices of greenhouse operation; control of environmental factors and cultural practices affecting the production of greenhouse crops. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

AGS264* **3 Credits**

Irrigation and Water Management

Irrigation and drainage problems relating to pumps, motors, pipe lines, ditches and wells in the Southwest. Installation of sprinkler, drip and subirrigation, time clock installation and repair. Land measurement and principles of land leveling. Prerequisites: None.

AGS267* **3 Credits**

Weeds and Plant Diseases of Arizona

Weed identification, relationship to competition, cultural practices, prevention and chemical usage for control. General outline of plant autonomy and physiology relating to chemical usage of selectivity. Diseases of plants, their life cycles, biological interrelationships, identification, and control. Prerequisites: None.

AGS268* **4 Credits**

Integrated Pest Management in the Cultivated Environment

Identification and management of pests of the garden, farm and landscape in the arid west. Special emphasis is given to safe handling of pesticides. Prerequisites: None.

AGS284* **3 Credits**

Lawn and Turf Care

Factors that affect the establishment and maintenance of turf grasses. Includes budgets, schedules and selection of equipment. Prerequisites: None.

Airline Operations (AIR)

AIR102* **3 Credits**

Reservations/Sales Training I

Basic orientation to Reservations/Sales Training. Includes overview of product knowledge, computer familiarization, the Passenger Name Record, sales, and fares. Prerequisites: None.

AIR103* **3 Credits**

Basic Reservations Procedures

Basic orientation to Reservation/Sales training. Includes product knowledge, computer system, seat assignment, and baggage restriction information. Emphasis on transit item classifications, automated check-in and passenger acceptance procedures. Prerequisites: None.

AIR104* **3 Credits**

Reservations/Sales Training II

Concepts and techniques of specialty faring, special sales tools, miscellaneous functions, and the Passenger Name Record. Prerequisites: AIR102.

AIR106* **3 Credits**

Reservations/Sales Training III

Expands on concepts and techniques of reservations/sales. Includes expanded miscellaneous functions and introduces advanced seat assignments, vacation packages, and ticketing. Prerequisites: AIR104.

AIR109* **2 Credits**

Dividend Miles Preferred

Overview of preferred program features and benefits. Includes database access, account actions, and screen usage in addition to procedures for reactivation and preservation of mileage. Also covers maintenance and helpdesk procedures. Prerequisites: None.

AIR110* **2 Credits**

Advanced Reservations/Sales Training

Emphasis on attending to passenger needs by answering live phone calls in a laboratory setting. Includes sales, mandatory parts of a call, phone etiquette, and information retrieval. Prerequisites: AIR102.

AIR112* **3 Credits**

Airline Ticketing Procedures

Overview of ticketing procedures. Fares, payment options, passenger name record, and sales covered. Automated and basic ticketing as well as hazardous material transport restrictions emphasized. Prerequisites: AIR103.

AIR116* **3 Credits**

Airline Gate Procedures

Airline gate service operation information. Opening a flight, assigning and changing seats, processing standbys, and closing a flight emphasized. Processing oversold flights and irregular operations also covered. Prerequisites: AIR103.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

AIR118* **2 Credits**

Emergency Medical Procedures

Overview of emergency medical procedures. Includes basic first aid, advanced first aid, choking victim procedure, cardiopulmonary resuscitation, and operation of Automated External Defibrillators (AED). Prerequisites: None.

AIR120* **3 Credits**

Airbus A319/320 Initial Training

Initial inflight training of the Airbus A319/320. Includes Airbus A319/320 aircraft familiarization, duties and procedures, and security training. Prerequisites: AIR118.

AIR121* **2 Credits**

Airline Cargo Services

Overview of airline cargo service procedures for the airline cargo agent. Includes Cargo Name Records (CNRs), cargo security, air waybills, shipments, and cargo allocation. Airline cargo computer system usage emphasized. Prerequisites: None.

AIR122* **2 Credits**

Airbus A319/320 Emergency Procedures

Overview of emergency procedures aboard the Airbus A319/320 Aircraft. Includes Airbus A319/320 general emergency procedures, specific emergency procedures, evacuation procedures, and protective breathing equipment. Prerequisites: AIR120.

AIR123* **1 Credit**

Baggage Service Agent

Overview of the role and responsibilities of a baggage service agent. Covers procedures for delayed and damaged baggage, as well as customer concerns. Emphasis on working with a computerized baggage trace system. Prerequisites: None.

AIR124* **2 Credits**

Boeing 757 Transition Training

Inflight transition training of the Boeing 757. Includes Boeing 757 aircraft familiarization, duties and procedures, and emergency procedures. Prerequisites: AIR122.

AIR125* **1 Credit**

Boeing 737 Transition Training

Inflight transition training of the Boeing 737 for new hires. Instruction includes Boeing 737 aircraft familiarization, general operations, and aircraft specific emergency equipment/procedures. Prerequisites: AIR122.

AIR127* **3 Credits**

Airline Customer Relations I

Overview of airline customer relations. Includes policies and procedures as well as reservations, routing, coding, and travel awards. Prerequisites: None.

AIR128* **3 Credits**

Airline Customer Relations II

Advanced airline customer relations. Communication skills for effective customer service, as well as, techniques to assist in call processing, customer checklist, travel vouchers, and service requests. Airline automated phone and computer system included. Prerequisites: AIR127.

AIR129* **2 Credits**

Airline Customer Relations Lab

Application of airline customer relations. Use of airline computer systems emphasized. Includes the processing of tickets, coding, reservations, files, and vouchers. Prerequisites: AIR128.

AIR131* **1 Credit**

Ramp Team Lead

Overview of ramp team lead position for airline employees. Covers safety and emergency procedures, gate management, and computer procedures. Includes central load planning, aircraft structural and performance limits as well as Dispatch Ramp History (DRH). Prerequisites: None.

AIR140* **2 Credits**

Ramp Safety Procedures

Basic ramp safety procedures for airline employees. Topics include ramp environment, engine safety, equipment malfunctions, vehicle operations and Foreign Object Damage (FOD) control. Procedures for arrival, turnaround and departure conditions and hazards covered. Hand signals and other non-verbal communications as well as back injury prevention and hearing conservation techniques included. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

AIR142* **3 Credits**

Aircraft Dynamics

Overview of ground procedures for airline employees. Covers aircraft familiarization, engine safety, ramp servicing and baggage handling as well as prearrival, arrival, predeparture and departure procedures. Rules for handling air cargo, human remains and U.S. Mail included. Prerequisites: Permission of Department or Division.

AIR146* **1 Credit**

Aircraft Load Planning

Overview of aircraft load planning operations. Topics include weight and balance, preplanning, load planning, as well as load planning coordinator responsibilities. Computer usage also included. Prerequisites: None.

AIR160* **3 Credits**

Reservation/Booking Procedures

Overview of reservation/booking procedures. Includes use of availability displays, seating assignments, ticketing procedures and fare rules as well as fare pricing and selling. Communication skills also covered. Prerequisites: None.

AIR161* **2 Credits**

Airline Reservations System

Practical application of a travel booking procedures using a computerized reservations system. Covers codes, Passenger Name Record, ticketing and reservations. Prerequisites or Corequisites: AIR160 or permission of Instructor.

AIR163* **2 Credits**

Advanced Airline Reservations

Rules, restrictions, and procedures for handling special reservations situations. Covers Bonus Travel Certificates (BTC), Virtual Coupon Records (VCR), and the Special Travel Account Record System (STARS). Also includes procedures for managing codeshare accounts and mileage plans. Prerequisites or Corequisites: AIR160 or permission of Instructor.

AIR164* **3 Credits**

Airline Ticket Reissues

Rules, restrictions, and procedures for completing reissues. Includes voluntary and automated reissues as well as fare calculation. Also covers collections and verification processes. Prerequisites: None.

AIR165* **3 Credits**

Overview Of Flight Schedules/Itineraries

Basic reservation information including flight schedules, itineraries, and fares. Handling travel agent calls also covered. Prerequisites: None.

AIR169* **1 Credit**

Basic International Travel

Overview of basic international travel. Includes rules, regulations, documentation requirements, and taxes. Prerequisites: None.

AIR170* **1 Credit**

International Air Transport Association Geography

Overview of world geography according to the International Air Transport Association (IATA). Includes world traffic area divisions, sub areas and office responsibilities. Also covers atlas reading including location of countries, major cities and grids in addition to use of city codes. Prerequisites: None.

AIR171* **3 Credits**

International Air Transport

International air reservations procedures. Includes Passenger Name Record (PNR) creation and modification as well as use of availability displays and international itineraries. Covers preferred programs and partnerships. Prerequisites: None.

AIR172* **1 Credit**

International Fares

Overview of international fares. Includes fare basis codes, combinability and construction. Also covers transpacific routing and electronic tickets as well as procedures for completing international reissues. Prerequisites: None.

AIR173* **2 Credits**

International Air Transport Lab

Practical application of international air reservations procedures. Includes Passenger Name Record (PNR) creation and modification as well as use of availability displays and international itineraries. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Alternate Energy (AEN)

AEN100 **2 Credits**

Survey of Alternative Energy

Basic principles and history of alternative energy sources. Alternative energy sources highlighted include solar photovoltaic, solar thermal, wind, hydropower and geothermal. Emphasis on local power facilities utilizing alternative energy sources. Prerequisites: None

AEN103 **1 Credit**

Hand Tools and Basic Maintenance for Building Energy Technicians

Basic hand tools and maintenance procedures for the building energy technician. Includes an overview of electrical theory and procedures for measurement and evaluation of common electric circuits, specific heating, ventilation, and air conditioning (HVAC) mechanical hardware devices, and safe procedures for bringing equipment off line. Also addresses basic repair and replacement of electric outlets, fuses, breakers, filters, and related items. Prerequisites: None.

AEN142 **3 Credits**

Introduction to Energy Management

Introduction to building energy management concepts and procedures. Includes the carbon cycle, building envelope and materials of construction in their relation to energy management, occupant comfort, and indoor air quality. Major emphasis on identification of building system components, their interactions and basic operation, evaluation and reporting of energy consumption, relations and efficiency. Prerequisites: AEN100, AEN103, and CNS182.

AEN190 **3 Credits**

Device Interface and Selection

Overview of building management systems, components, and controls. Includes energy consumption basics and measurement in addition to building systems evaluation. Also covers the process for evaluation and documentation of systems as well as recommendations for potential energy conservation. Prerequisites: AEN142 and GTC107.

Anthropology (ASB)

ASB102 **3 Credits**

Culture in a Globalizing World

Principle of cultural and social anthropology, with illustrative materials from a variety of cultures. The nature of culture; social, political, and economic systems; religion, aesthetics and language. Prerequisites: None.

ASB202 **3 Credits**

Ethnic Relations in the United States

Basic concepts and processes, including historic overview of interethnic relations in the United States: culture, race, ethnicity, ethnocentrism, prejudice, discrimination, racism, assimilation, acculturation, and individual and group responses to interethnic contact. Cultural knowledge and intercultural communication skills and perspectives as fundamental tools for successful management of social relations in a multicultural world. Prerequisites: None.

ASB222 **3 Credits**

Buried Cities and Lost Tribes: Old World

Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled lifeways, the rise of cities and complex societies, political strife across different cultures and the forces which tend to fragment societies. Examples drawn from Africa, Asia, Europe, the Pacific Islands, and Australia. Prerequisites: None.

ASB245 **3 Credits**

Indians of the Southwest

Comparative study of the cultures, including the histories and present status of Indians of the Southwest. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Arabic (ARB)

ARB101 **4 Credits**

Elementary Arabic I

Introduction to the basic alphabet, grammar, pronunciation and vocabulary of the Arabic language. Listening, speaking, reading and writing skills. Prerequisites: None.

ARB102 **4 Credits**

Elementary Arabic II

A continuation of ARB101. Continued study of grammar and vocabulary, with emphasis on pronunciation and speaking skills. Prerequisites: ARB101. Completion of prerequisites within the last three years is required.

ARB201 **4 Credits**

Intermediate Arabic I

Review of essential grammar of the Arabic language and study of the Arabic culture. Continued practice and development of reading, writing, and speaking skills. Emphasis on both fluency and accuracy in the spoken language. Prerequisites: ARB102 or permission of Department or Division. Completion of prerequisites within the last three years is required.

ARB202 **4 Credits**

Intermediate Arabic II

Advanced grammatical structures in Arabic. Further development of language skills with emphasis on speaking the language. Prerequisites: ARB201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Arabic Humanities (AHU)

AHU245 **3 Credits**

Arabic Culture and Islam

A survey of Arab heritage in the Arab world (Middle East). Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.

Arizona Builders Alliance (ABA)

ABA102* **1 Credit**

Electrical Fundamentals

Fundamentals of electricity including electrical hazards, Occupational Safety and Health Administration (OSHA) regulations, units of measurements and using Ohm's law. Circuit characteristics and the use of Kirchoff's voltage and current laws to calculate voltage drop, current and resistance. Operation and use of specific meters. Includes an introduction to the National Electrical Code (NEC). Prerequisites: None.

ABA103* **0.5 Credit**

Hand Bending of Electrical Conduit

Conduit bending and installation. Techniques for using hand operated and step conduit benders. Cutting, reaming and threading conduit. Prerequisites: None.

ABA104* **1.5 Credits**

Raceways, Boxes, Fittings, Anchors/Supports

Types and applications of conduit, raceways, wireways and ducts. Types, applications and wiring techniques for conductors. Hardware and systems used to mount and support boxes, receptacles and other electrical components. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABA120* **1 Credit**

Carpentry Fundamentals

Overview of the carpentry trade. Apprenticeship programs and responsibilities of the apprentice. Types and uses of nails, fasteners and adhesives. Types of wood, lumber and manufactured wood products. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

ABA121* **2 Credits**

Floor and Wall Systems

Framing systems, floor construction, center beam and post support systems. Construction of sills, joists and bridging. Subflooring, mechanical connectors and the use of prefabricated joists. Wall construction, stud walls, panelized walls, masonry walls, post and beam walls, use of metal studs and drywall construction. Prerequisites: (Registered apprentice status and ABA120) or permission of the apprenticeship coordinator.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ABA130* **1 Credit**

Installation of Electric Services

Electric services for commercial and industrial installations. Blueprints, diagrams and electrical calculations. Grounding, connecting three phase services and the installation of panelboards, switches and load centers. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

ABA150* **1.5 Credits**

Advanced Calculations for Electricians

Advanced mathematical calculations in the electrical industry. Powers and roots in watts, voltage, current and resistance. Metric and engineering units. English and metric systems for length, area, volume and mass, and energy and temperature measurements. Ratios, proportions, formulas, symbols and representation. Trigonometry and the Pythagorean theory. Plane and rotating vectors. Basic functions of the scientific calculator for electricians. Prerequisites: Registered apprentice status or permission of apprenticeship coordinator.

Art (ART)

ART100* **1 Credit**

Introduction to Computer Graphic Art

Conceptualization, visualization, and production of art using the computer. Prerequisites: None.

ART111* SUN# ART1111 **3 Credits**

Drawing I

Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media. Prerequisites: None.

ART112 SUN# ART1112 **3 Credits**

Two-Dimensional Design

Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.

ART113 **3 Credits**

Color

Investigation seeking visual solutions to a variety of problems concerning color in two and three dimensions and modes of color appearances, including light and effects in design and theory of design. Prerequisites: None.

ART131* **3 Credits**

Photography I

Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography's role in society. Prerequisites: None.

ART142* **3 Credits**

Introduction to Digital Photography

Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography. Prerequisites: None.

ART151* **3 Credits**

Sculpture I

Exploration of sculptural form and expression in clay, plaster, stone, wood and metal. Prerequisites or Corequisites: ADA/ART115 or permission of instructor.

ART161* **3 Credits**

Ceramics I

Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.

ART177* **3 Credits**

Computer-Photographic Imaging

Introduction to the multiple elements of microcomputer-photographic imaging. Basic foundation in the use of the photographic manipulation of images using software programs. Special attention to aesthetic foundations underlying photographic composition. Prerequisites or Corequisites: ART100 or permission of instructor.

ART183* **3 Credits**

Computer Aided Graphic Arts I

Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. Prerequisites or Corequisites: ART100 or permission of instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Art Humanities (ARH)

ARH100 **3 Credits**

Introduction to Art

Understanding and enjoyment of art through study of painting, sculpture, architecture design, photography, and decorative arts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.

ARH101 SUN# ART1101 **3 Credits**

Prehistoric Through Gothic Art

History of art from prehistoric through medieval period. Prerequisites: None.

ARH102 SUN# ART1102 **3 Credits**

Renaissance Through Contemporary Art

History of art from around the world from the Renaissance through contemporary period. Prerequisites: None.

Associated Builders and Contractors (ABC)

ABC119* **1 Credit**

Basic Safety

Overview of safety rules and procedures for working on construction job sites. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC120* **1.5 Credits**

Basic Calculations for Construction

Addition, subtraction, multiplication and division of whole, decimal, fraction and metric numbers. Percentage and fraction conversions. Metric units of length, weight, volume and temperature. Metric system as it relates to the construction trade. Basic algebra and geometry operations and equations. Area and volume calculations of shapes. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC121* **1 Credit**

Introduction to Hand and Power Tools

Overview of the use, maintenance and safety procedures for common hand and power tools. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC122* **1 Credit**

Rigging Safety and Equipment

Rigging safety, equipment and inspection. Includes crane hand signals, common rope knots, types of derricks and cranes and safety procedures for rigging and moving materials and equipment. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC123* **0.5 Credit**

Introduction to Construction Drawings

Basic concepts of construction drawings, including terms and symbols. Drawing interpretation, use of drawing dimensions and recognition of drawing classifications. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC126* **1 Credit**

Electrical Test Equipment

Selection, inspection, use and maintenance of common electrical test equipment. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

ABC132* **1 Credit**

Circuit Breakers and Fuses

National Electrical Code (NEC) requirements, Ground Fault Circuit Interrupters (GFCI), overcurrents, fuse sizing, safety techniques and short-circuit calculations. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC133* **1 Credit**

Basic Lighting

Principles of illumination and specific light sources. Includes practical applications for residential, commercial and industrial installations. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ABC135* **1 Credit**

Fundamentals of Concrete

Materials used to make concrete, including specific types of cement, aggregate, admixtures and reinforcing materials. Handling procedures for concrete, conveying and placing concrete and finishing techniques for concrete slab. Construction of foundations and formwork. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

ABC136* **1 Credit**

Roof Systems

Defining roof terminology. Identifying and understanding specific roof systems. Using the framing square and essex scale to calculate and measure specific types of rafters. Transcribing and transferring measurements onto rafters. Using speed square to determine measurements for specific types of rafters. Defining unequal roof pitch. Identifying specific types of plank and beam roofs and roof trusses used in the industry today. Prerequisites: (Registered apprentice status and ABC/MEC/PNT120) or permission of the Apprenticeship Coordinator.

ABC142* **1 Credit**

Alternating Current

Production of electricity, including; current, voltage, induction, mutual inductance and capacitance. Calculations using Ohms Law. Operation of a three phase system. Prerequisites: (Registered apprentice status and ABC/MEC/PNT120) or permission of the Apprenticeship Director.

ABC143* **2 Credits**

Motors: Theory and Application

Overview of electric motors including types, operation, and applications. Assembly and disassembly. Mounting and connections according to National Electrical Code (NEC). Also troubleshooting, installation and handling. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC144* **1 Credit**

Grounding

Types of grounding and proper installation of grounds and grounding. OSHA and National Electrical Code (NEC) requirements specific to grounding. Purpose and operation of Ground Fault Circuit Interrupters (GFCI). Effects of soils and environment. Selection of grounds and grounding material for specific situations. Testing grounds with a megger. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC230* **1 Credit**

Stair Construction

Stair parts, materials and types. Stair dimensions and practical techniques for stair layout. Rough forming methods. Prerequisites: (Registered apprentice status and ABC/MET/PNT120) or permission of the Apprenticeship Coordinator.

ABC231* **3 Credits**

Exterior Wall Finishes

Exterior wall finish work; placement and hanging of windows, siding and flashing for walls. Installation of floors, chimneys and insulation included. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

Astronomy (AST)

AST101 **3 Credits**

Survey of Astronomy

Survey of astronomy for the nontechnical student. The history, content, and evolution of the solar system and the universe in general. Astronomical principles and instrumentation. The planets, moons, sun, comets, stars and star formation, galaxies, and cosmology. Prerequisites: None.

AST102 **1 Credit**

Survey of Astronomy Laboratory

Astronomical observations and exercises designed to familiarize students with the sky, telescopes, and methods used in astronomy. Prerequisites: None. May accompany AST101.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

AST111* **3 Credits**

Introduction to Solar System Astronomy

Introduction to astronomy for the non-science major. History of astronomy, properties of light, instruments, the solar system and nearby stars. Prerequisites: MAT092 or higher, or satisfactory score on district placement exam.

AST112* **3 Credits**

Introduction to Stars, Galaxies, and Cosmology

Introduction to astronomy for the non-science major. Structure and evolution of stars; star clusters; galaxies; cosmology. Prerequisites: MAT092 or higher.

Automotive Performance Technology (APT)

APT101* **2 Credits**

Automotive Service Operations

Basic principles of working in an automotive service area. Management-employee relations, resume writing, interviewing, shop practices, flat-rate system, equipment care, and tools. Prerequisites: None.

APT131* **6 Credits**

Automotive Power Trains

Designed for beginning automotive students. Operation, diagnosis, service, and repair of the automotive power train. Includes clutches, torque converters, standard and automatic transmissions and transaxles, front and rear drive axles, drive shafts, differentials and transfer case. Prerequisites: None.

APT141* **6 Credits**

Alignment, Steering, and Suspension

Designed for beginning automotive students. Fundamental principles of steering and suspension systems. Includes two- wheel and four-wheel alignment procedures. Emphasis on diagnosis, testing, service, and rebuilding. Prerequisites: None.

APT161* **4 Credits**

Auto Electrical/Electronic Systems I

Designed for beginning automotive students. The principle of electricity; the mathematical computations involved with Ohm's Law; the use of meters; electrical schematics; the theory of electrical components as they relate to automobiles; the diagnosis, testing, service and repair of batteries, starting systems and charging systems, lighting systems and instrumentation. Prerequisites: None.

APT181* **6 Credits**

Engine Performance and Diagnosis I

Designed for beginning automotive students. Engine construction and operating principles, including lubrication, cooling, induction, exhaust, fuel, emission and ignition systems. Includes training in diagnosis, testing, service, and repair. Prerequisites: None.

APT262* **4 Credits**

Auto Electrical/Electronic Systems II

Designed for experienced students. Electrical accessory circuits including horns, wipers, defoggers, automatic door locks, power mirrors, power windows and power seats. Also introduction to body computers, advanced lighting circuits and instrumentation, and chassis electronic control systems. Includes training in diagnosis, testing, service, and repair. Prerequisites: APT161 or permission of instructor.

APT282* **6 Credits**

Engine Performance and Diagnosis II

Designed for the experienced engine performance student. Training in fuel systems, emission systems, distributorless ignition systems, turbocharging, computerized engine controls and engine driveability. Includes training in diagnosis, testing, service and repair. Prerequisites: APT181 or instructor permission.

Automotive Technology (AUT)

AUT101AA* **3 Credits**

Internal Combustion Engines Theory

Study of construction and operating principles of internal combustion engines and related lubrication, cooling, fuel, and electrical systems. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

AUT103BD* **1 Credit**

Ignition Systems

Diagnosis, service, and reconditioning procedures for automotive ignition systems. Prerequisites: Permission of instructor.

AUT107AA* **3 Credits**

Automotive Air Conditioning

The theory and principles of refrigeration and air conditioning. Training in diagnosis, servicing, and reconditioning procedures of automotive air conditioning systems. Prerequisites: None.

AUT109AA* **3 Credits**

Automotive Brake Systems

The fundamentals and principles of hydraulics and automotive braking systems. Diagnosis, service, and reconditioning procedures of automotive braking systems. Prerequisites: None.

AUT210AA* **3 Credits**

Automotive Emission Systems

Automotive emissions control systems and methods of emissions measurement. Diagnostic practices as suggested by the manufacturers and the related service of emissions control devices. Prerequisites: (AUT103AA and AUT104AA) or permission of instructor.

Behavioral Health Services Technology (BHS)

BHS205 **3 Credits**

Therapeutic Intervention Models

Familiarization with at least five models of therapeutic intervention. Defines the key concepts, therapeutic process, techniques and procedures of each model. Prerequisites: ASD102 or BHS105 or permission of Department or Division.

Biology (BIO)

BIO100 **4 Credits**

Biology Concepts

Introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Prerequisites: None. Course Notes: Field trips may be required at students' expense.

BIO101 **4 Credits**

Introduction to Human Genetics for Non-Majors

Study of inheritance in humans, at the organismal, cellular and molecular levels. Includes exploration of gene expression, isolation and manipulation of DNA, Mendelian genetics, pedigree analysis, as well as chromosomal abnormalities and genetic diseases. Prerequisites: None.

BIO105 **4 Credits**

Environmental Biology

Fundamentals of ecology and their relevance to human impact on natural ecosystems. Field trips may be required at students' expense. Prerequisites: None.

BIO107* **4 Credits**

Introduction to Biotechnology

Introduction to biotechnology and its global impact on society. Covers applications, laboratory techniques, limitations and the international economic benefits, risks, and legal and moral issues associated with biotechnology. Prerequisites: None.

BIO145 **4 Credits**

Marine Biology

A survey of marine environments and their biotic communities with emphasis on the natural history of marine organisms. Prerequisites: None.

BIO156 **4 Credits**

Introductory Biology for Allied Health

An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: Grade of "C" or better in RDG091 or eligibility for CRE101 as indicated by appropriate reading placement test score. One year high school chemistry or one semester of college-level chemistry recommended.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

BIO160 **4 Credits**

Introduction to Human Anatomy and Physiology

Principles of scientific method. Structural organization, homeostasis and control mechanisms of the body. Specific chemistry concepts. Structure and function of the major systems of the body. Prerequisites: None.

BIO201 SUN# BIO2201 **4 Credits**

Human Anatomy and Physiology I

Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: (A grade of "C" or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of "C" or better in RDG091 or higher or eligibility for CRE101 as indicated by reading placement test score. CHM130 or higher or one year of high school chemistry suggested but not required.

BIO202 SUN# BIO2202 **4 Credits**

Human Anatomy and Physiology II

Continuation of structure and function of the human body. Topics include endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems; and fluid and electrolyte balance. Prerequisites: A grade of C or better in BIO201.

BIO205 SUN# BIO2205 **4 Credits**

Microbiology

Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: (A grade of "C" or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of "C" or better in RDG091 or higher or eligibility for CRE101 as indicated by reading placement test score. CHM130 or higher or one year of high school chemistry suggested but not required.

Building Safety and Construction Technology (BLT)

BLT131* **4 Credits**

Applied Electric Codes

National Electric Code (NEC) administration and application. NEC requirements for safe installation of system control equipment and design of electric utilization systems. Identification of wiring systems and permitted uses. Application of NEC requirements for hazardous locations, specific occupancies, and special uses of electric equipment. Prerequisites: None.

Business-Personal Computers (BPC)

For a list of course descriptions, see Computers.

Career and Technical Education (CTE)

CTE200 **3 Credits**

Career and Technical Education: Principles, Philosophy and Student Organizations

Examination of the role of career and technical educational (CTE) pathways as they relate to workforce development. Overview of career and technical student organizations (CTSO), occupational clusters, development and role of career and technical education, philosophy, history and impact of federal funding revenue streams, and career and technical delivery system. Prerequisites: None. Course Notes: CTE200 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CTE210 **3 Credits**

Career and Technical Education: Teaching Methods and Curriculum Development

Overview and practical application of teaching methodology and curriculum development for secondary education career and technical education teachers. Teaching strategies and learning styles covered. Curriculum design/mapping, lesson objectives, time management skills, teaching resources, and Arizona Department of Education Career and Technical Curriculum Framework Standards also included. Prerequisites: None. Course Notes: CTE210 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE220 **4 Credits**

Career and Technical Education: Classroom Management and Lab Safety

Classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation, and learning styles covered. Essentials of lab safety issues, including regulatory agencies and policies. State Board of Education Professional Teaching Standards emphasized. Prerequisites: None. Course Notes: CTE220 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE230 **2 Credits**

Career and Technical Education: Instructional Technology

Exploration of the use of instructional technology in career and technical education. Including history of technology in education, teacher and student technology standards, landmark studies related to using technology in education, and utilization of technology in the classroom. Local, state, and national standards, including career and technical standards for education covered, as well as identification of professional development opportunities. Prerequisites: None. Course Notes: CTE230 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE240 **2 Credits**

Career and Technical Education: Designing, Implementing and Managing Student Organizations

Overview of Career and Technical Student Organizations (CTSO). Examination of historical perspectives, recruitment, and retention of student members and implications of state and federal CTSO standards. Emphasis on funding organizations and fiscal responsibility, with focus on developing and conducting student activities. Prerequisites: None. Course Notes: Coursework intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE250 **3 Credits**

Career and Technical Education: Principles and Practices of Cooperative Education Programs

Examines high school cooperative education programs. Emphasis on state and federal youth employment laws, work-based learning principles, work-place standards, and criteria related to career and technical education cooperative programs. Prerequisites: None. Course Notes: Endorsement is required for individuals who coordinate or teach Career and Technical Education cooperative education.

CTE260AA **1 Credit**

Contemporary Issues in Career and Technical Education

Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AA may be repeated for credit.

CTE260AB **2 Credits**

Contemporary Issues in Career and Technical Education

Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AB may be repeated for credit.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CTE260AC **3 Credits**

Contemporary Issues in Career and Technical Education

Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AC may be repeated for credit.

Carpentry: Apprenticeship (CRP)

CRP214AD* **2 Credits**

Cabinets and Tops

Fundamentals, terms, tools, safety. Types of wood and glue. Case construction: joints, layout, cutting, assembly. Hardware, plastic laminates, completed cabinets, completed tops. Installation procedures. Prerequisites: Registered apprentice status or permission of apprenticeship coordinator

Chemistry (CHM)

CHM107 **3 Credits**

Chemistry and Society

A survey of chemistry and its impact on the environment. Completion of CHM107LL required to meet the Natural Science requirement. Prerequisites: None.

CHM107LL **1 Credit**

Chemistry and Society Laboratory

Laboratory experience in support of CHM107. Prerequisites or Corequisites: CHM107.

CHM130 **3 Credits**

Fundamental Chemistry

A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Designed to meet needs of students in such diverse areas as agriculture, nursing, home economics, physical education and water technology. Prerequisites: A grade of "C" or better in [CHM090 or MAT090 or MAT091 or MAT092 or (MAT092AA and MAT092AB) or MAT093 or (MAT103AA and MAT103AB) or higher or satisfactory score on math placement exam] and [RDG091 or higher or eligibility for CRE101 as indicated by appropriate reading placement test score].

CHM130LL **1 Credit**

Fundamental Chemistry Laboratory

Laboratory experience in support of CHM130. Prerequisites or Corequisites: A grade of "C" or better in CHM130.

CHM130 & CHM130LL are: SUN CHM1130

CHM138 **3 Credits**

Chemistry for Allied Health

Elements of fundamental and organic chemistry. Includes the general chemical behavior of inorganic matter and the structure of organic and biochemical systems. Course designed for specific allied health programs at MCCD. May not be applicable to other allied health programs or transferable. Prerequisites: A grade of "C" or better in CHM090, or one year of high school chemistry with a grade of "C" or better, or MAT092 or satisfactory score on placement exam.

CHM138LL **1 Credit**

Chemistry for Allied Health Laboratory

Laboratory experience in support of CHM138, Chemistry of Allied Health. Prerequisites: None. Corequisites: CHM138.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CHM151 **3 Credits**

General Chemistry I

Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of "C" or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (MAT151 or higher level mathematics course). Completion of all prerequisites within the last two years is recommended. Course Notes: Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

CHM151LL **1 Credit**

General Chemistry I Laboratory

Laboratory experience in support of CHM150 or CHM151. Prerequisites or Corequisites: A grade of "C" or better in CHM150 or CHM151. Course Notes: Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

CHM151 & CHM151LL are: SUNY CHM1151

CHM152 **3 Credits**

General Chemistry II

A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of "C" or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA. Completion of prerequisites within the last two years recommended. Course Notes: Completion of CHM152LL required to meet the Natural Science requirement. Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

CHM152LL **1 Credit**

General Chemistry II Laboratory

Laboratory experience in support of CHM152. Prerequisites or Corequisites: A grade of "C" or better in CHM152. Course Notes: Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

CHM152 & CHM152LL are: SUNY CHM1152

Child/Family Studies (CFS)

CFS101AH* **1 Credit**

Art Activities for the Young Child

The creative use of art media and techniques at appropriate developmental levels. Prerequisites: None.

CFS101AJ* **1 Credit**

Music Activities for the Young Child

Experiences with music in singing, rhythm instruments, creative movements, and games, as well as the development of music appreciation and basic listening skills. Prerequisites: None.

CFS101AP* **1 Credit**

Science Activities for the Young Child

Interpreting the study of science in early childhood education as a part of a dynamic growth process offered by the child's daily life experiences. Prerequisites: None.

CFS120 **1 Credit**

Contemporary Issues In Early Childhood

Designed to develop understanding of a broad range of contemporary issues that impact the child in today's society. Course directed at pre-service and in-service professionals. Prerequisites: None. Course Notes: CFS120 may be repeated for credit.

CFS123 **1 Credit**

Health and Nutrition In Early Childhood Settings

Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

CFS125 **1 Credit**

Safety in Early Childhood Settings

Fundamental concepts of promoting a safe, but challenging learning environments. Establishing and maintaining safety procedures in the early childhood setting. Emphasis on indoor and outdoor equipment and activities, risk analysis, accident, evacuation, and emergency plans, regulations, regulatory agencies and resources, current topics, and innovative practices. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CFS157 **3 Credits**

Marriage and Family Life

Study of marriage and the family as a social system, including models of family analysis, intra- and interpersonal relations, and cross-cultural and historical patterns. Prerequisites: None.

CFS159 **3 Credits**

The Modern Family

An examination of the modern American family. Special emphasis on the changing functions and roles of individuals within today's society and an analysis of the basic problems confronting the family, including alternative family styles. Prerequisites: None.

CFS163 **3 Credits**

Family Child Care: Introduction to Business Management

Emphasis on small business management and effective policies and procedures for family child care providers. Licensing, legal, and regulatory issues in a home setting are examined. Prerequisites: None.

CFS163AA **1 Credit**

Family Child Care: Business Planning

Issues of how effective business plans impact the financial stability of family child care businesses. Strategies for lowering liabilities and potential business risks are explored. Regulatory agencies are examined. Prerequisites: None.

CFS164 **3 Credits**

Family Child Care: Curriculum and Environment

Family child care planning for multi-age groupings of children through age eight. Role of the environment as well as various curriculum programs will be explored and evaluated. Exploration of culturally rich, inclusive and child-centered environment in his/her own child care setting. Issues of professionalism, family partnerships, observation, guidance, and health/safety practices are examined. Prerequisites: None.

CFS164AA **1 Credit**

Family Child Care: The Environment

Family child care environments for multi-age groupings of children through age eight. Exploration of culturally rich, inclusive, and child-centered environment in his/her own child care setting. Issues of health/safety practices are examined. Prerequisites: None.

CFS164AB **1 Credit**

Family Child Care: Programming, Guidance and Observation

Family child care programming for multi-age groupings of children through age eight. Various curriculum programs will be explored and evaluated. Issues of observation and guidance are examined. Prerequisites: None.

CFS164AC **1 Credit**

Family Child Care: Family Partnerships and Professionalism

Issues of professionalism, family partnerships, communication, and ethical practices are examined. Prerequisites: None.

CFS167 **3 Credits**

School-Age Child Care Provider

Issues related to school-age child care. Past, current, and future trends; regulations, insurance liabilities and coverage, shared facilities, and community resources. Techniques for managing/administering services and personnel, communicating with parents, and evaluating the care/program. Planning and scheduling the school-age program. Includes overview of child growth and development, types of routines and activity schedules. Prerequisites: None.

CFS176 **3 Credits**

Child Development

Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues. Prerequisites: None.

CFS177 **3 Credits**

Parent-Child Interaction

Positive methods to strengthen relationships and resolve conflicts with children. Focus on effective interpersonal skills and guidance techniques. Prerequisites: None.

CFS179 **1 Credit**

Child Care: A Multifaceted Career

Overview of the child care field. Focus on enhancing children's self-esteem, providing for children's nutritional needs, and developing adequate safety and sanitation practices. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CFS183 **3 Credits**

Contemporary Issues in Adolescence

Current issues that impact adolescent development and behavior explored. Comprehensive and specific strategies for addressing these issues as parents or professionals working with teens emphasized. Issues related to adolescent sexuality, abuse, mental health, violence, and risk behaviors included. Prerequisites: None.

CFS190 **3 Credits**

Home-Based Visitation

Emphasis on development of skills needed to successfully complete home-based client visitation. Opportunities for field-based observations provided. Prerequisites: None.

CFS192 **1 Credit**

Child Care Center Staff Development

Presents strategies to administrators and supervisors in child care centers for developing the personal and professional growth of child care staff. Prerequisites: None.

CFS194AA **1 Credit**

Early Childhood Program Management: Staffing and Managing

Methods and techniques for recruiting, staffing, and managing in early childhood programs. Prerequisites: None.

CFS195 **1 Credit**

Early Childhood Personnel Supervision

Covers supervision concepts and applications for early childhood programs. Prerequisites: None.

CFS196 **1 Credit**

Ethics and the Early Childhood Educator

Ethical issues in the early childhood field. Prerequisites: None.

CFS204 **1 Credit**

Reflective Supervision

Reflective supervisory processes to enhance learning and professional development. Includes professional development stages to provide supervisors with tools to support professional growth. Also covers challenges and barriers to the supervisor and employee/practitioner relationship. Prerequisites: None.

CFS205 **3 Credits**

Human Development

Explores the growth and development process over the human life span. Research and theoretical approaches; physical, cognitive, social, and personality development from birth through adulthood and death. Prerequisites: None.

CFS206 **3 Credits**

Child and Family Organizations: Management and Administration

Examination of management and administration of community- based child and family organizations within the context of organizational behaviors. Focus on attributes of effective organizations: the impact of organizational culture and learning, work-place diversity and employee motivation. Prerequisites: None.

CFS207 **3 Credits**

Organization and Community Leadership in Child and Family Organizations

Examination of organization and community leadership as it applies to the management and administration of community-based child and family services organizations. Provides overview of leadership styles and function. Prerequisites: None.

CFS208 **3 Credits**

Child and Family Organizations: Fiscal Management and Grant Writing

Examination of fiscal accountability and resource development as it applies to the management and administration of community-based child and family social service organizations. Provides overview of grant development processes beginning with research into governmental and private funding sources through fiscal and grant audit processes. Includes budget development, risk management, and cost control issues. Prerequisites: None.

CFS209 **3 Credits**

Child and Family Organizations: Project Management

Focuses on concepts and strategies associated with effective project management in community-based child and family organizations. Emphasis on planning, evaluation and project management models. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CFS210 **3 Credits**

Family Life Education

Provides an overview of the professional work within the field of family life education. Emphasis on developing flexible, culturally sensitive and effective professional skills. Prerequisites: None.

CFS220 **3 Credits**

Introduction to Parenting and Family Development

Overview of the field of family and parent development. Focuses on parenthood as a developmental process and cultural influences on child rearing. A family systems perspective introduced and applied to understanding families with children. Prerequisites: None.

CFS225 **3 Credits**

Foundations of Parent Education

Professional development as related to work with parents. Emphasis on developing effective skills with parents, professionals and paraprofessionals involved with the child. Skills and techniques to facilitate and strengthen the individual and family relationships. Prerequisites: None.

CFS235 **3 Credits**

Developing Child: Theory into Practice, Prenatal - Age 8

Understanding and working with young children, birth through age 8. Analysis of young children's physical, social, emotional, cognitive and linguistic development within their home, school, and cultural contexts. Typical and atypical development. Implications for teachers and parents. Emphasis on observations and planning curriculum based on theories, research, and child-specific data. Prerequisites: None.

CFS240 **3 Credits**

Human Behavior in Context

Considers the influences of physical and social environments in which human behavior occurs. Includes multiple roles and perspectives of the individual, the family, society and the professional. Prerequisites: None.

CFS243 **3 Credits**

Cross-Cultural Parenting

Focus on the study of parents and children from a cross-cultural position. Emphasis on parenting styles and practices from a cultural directive and expectation perspective. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

CFS247 **3 Credits**

Family Ties and Aging

Identification and examination of facets of family relationships and aging. Emphasis on study of central family connections for older people, unique family situations, and implications of family transitions. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

CFS249 **3 Credits**

Transition to Adulthood

Emphasis on major elements of the transition to adulthood and key links to changes in family relationships. Focus on the realignment of intergenerational relationships and reassessment of family priorities. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

CFS250 **3 Credits**

Social Policy and Families

Examines the impact of social policy on family systems and the implications for professional roles and practice. Prerequisites: None.

CFS251 **3 Credits**

Transitions: Work to Retirement

Explores the work to retirement transitional issues that impact individuals and families. Emphasis on physical, cognitive and psychosocial dimensions of retirement. Prerequisites: None.

CFS252 **3 Credits**

Contemporary Issues in Aging

Current issues that impact aging development and behavior explored. Comprehensive and specific strategies for addressing these issues for professionals working with aging adults emphasized. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CFS258 **3 Credits**

Families in Society

Areas of concentration include family transition, diversity in structure and culture faced by contemporary families, problems, crisis and change affecting the stress on families as our society progresses into a more complicated future. The study of change as an integral part of all family's day-to-day experiences while recognizing that family ancestral and cultural dimensions are fundamental for all family groupings. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: CFS157 and CFS259, or permission of instructor.

CFS259 **3 Credits**

Sexuality over the Life Span

Examination of the physical, psychological, social, and cultural contributions to human sexuality. Emphasis on family life and cultural variation. Examination of facts and myths, current literature, and changing mores regarding human sexuality. Sexuality of males and females in contemporary society; impact of sexual trends on society; home/school issues in sexuality education. Prerequisites: Permission of Department or Division. Student must be 18 years or older.

CFS269 **1 Credit**

Child Care Seminar

Emphasizes the blend of job-related activities including career exploration, employment procedures, human relations, and on-the-job issues. Prerequisites: Permission of Department or Division. Course Notes: CFS269 may be repeated for a total of three (3) credit hours.

CFS277 **3 Credits**

Adult-Adolescent Interaction

Prepares social service workers, teachers, and parents to interact effectively with teenagers. Develops understanding of the interaction between adolescents and their families. Teaches practical strategies to deal with specific problem areas. Prerequisites: None.

CFS285AA **1 Credit**

Family-School Interaction: Preschool

Interaction among parents, teachers and the preschool. Emphasis on methods used cooperatively by parents and preschool teachers to provide for education and developmental needs. Prerequisites: CFS/ECH176 or CFS278 or permission of instructor.

Chinese (CHI)

CHI101 SUN# CHI1101 **5 Credits**

Elementary Chinese (Mandarin) I

Introduction to the basic grammar, pronunciation and vocabulary of the Mandarin Chinese language. Includes the study of Chinese culture, practice of listening, speaking, reading, and writing skills. Prerequisites: None.

CHI102 SUN# CHI1102 **5 Credits**

Elementary Chinese (Mandarin) II

Study of grammar and vocabulary along with the study of Chinese culture. Emphasis on pronunciation and speaking skills. Prerequisites: CHI101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

CHI201 SUN# CHI2201 **5 Credits**

Intermediate Chinese I

Continued development of speaking, reading, and writing proficiency in Mandarin Chinese through building vocabulary, phrases, idioms, and grammatical patterns. Includes study of Chinese culture. Prerequisites: CHI102 or permission of Department or Division. Completion of prerequisites within the last three years is required.

CHI202 SUN# CHI2202 **5 Credits**

Intermediate Chinese II

Advanced development of speaking, reading, and writing skills in Mandarin Chinese, and continued exploration of Chinese culture. Prerequisites: CHI201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Clinical Dental Assisting

For a list of course descriptions, see Dental Assisting.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Communication (COM)

COM100 SUN# COM1100 **3 Credits**

Introduction to Human Communication

Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.

COM110 SUN# COM1100 **3 Credits**

Interpersonal Communication

Theory and practice of communication skills which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, developing and maintaining personal and professional relationships. Prerequisites: None.

COM225 **3 Credits**

Public Speaking

Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills. Prerequisites: ENG101, or ENG107, or equivalent.

COM230 SUN# COM2271 **3 Credits**

Small Group Communication

Principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, and information sharing. Prerequisites: None.

COM259 **3 Credits**

Communication in Business and Professions

Interpersonal, group, and public communication in business and professional organizations. Emphasis on oral communication. Prerequisites: ENG101, or ENG107, or equivalent.

COM263 **3 Credits**

Elements of Intercultural Communication

Basic concepts, principles, and skills for improving oral communication between persons from different minority, racial, ethnic, and cultural backgrounds. Prerequisites: None.

COM271* **3 Credits**

Voice and Diction

Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None.

COM298AA **1 Credit**

Special Projects

Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

Community Dental Health (CDH)

CDH105 **3 Credits**

Dental Health Advocacy and Outreach

Overview of Community Health Worker and the Community Dental Health Coordinator responsibilities. Includes advocacy concepts, process of advocacy in the community, and strategies for assisting underserved local populations in health and social services. Development of a personal health and wellness plan covered. Community outreach topics and strategies emphasized. Prerequisites: Permission of Department or Division.

CDH110 **1 Credit**

Oral Health Communication

Overview of oral health communication and oral health literacy for the Community Dental Health Coordinator. Impact of oral health literacy on one`s health emphasized. Includes communication strategies, verbal and nonverbal communication skills. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CDH115 **2 Credits**

Interviewing Skills for Dental Health Advocate

Overview of patient assessment interviewing skills for the Community Dental Health Coordinator. Covers motivational interviewing, human behaviors, and health concepts emphasizing oral health. Patient assessment, feedback, education, and behavior change interventions for dental patients included. Prerequisites: Permission of Department or Division.

CDH130 **2 Credits**

Dental Health Legal and Ethical Issues

Overview of legal and ethical issues in relation to the Community Dental Health Coordinator (CDHC). Covers policy, confidentiality and liability as well as Health Insurance Portability and Accountability Act (HIPAA) regulations. Also includes consumer protection and professional conduct. Prerequisites: Permission of Department or Division.

CDH240 **0.5 Credit**

Dental Care Finance

Procedures for determining dental care payment eligibility. Covers public financing available to clients as well as non-governmental third party insurance. Prerequisites: Permission of Department or Division.

CDH245 **3 Credits**

Community Dental Health Coordinator Internship

Practical application of the Community Dental Health Coordinator (CDHC) skills in an internship setting. Includes knowledge and skills required to organize, develop and manage integrated dental care in community-based clinics within practice standards. Prerequisites: Permission of Department or Division.

Computer Information Systems (CIS)

For a list of course descriptions, see Computers.

Computer Science (CSC)

For a list of course descriptions, see Computers.

Computers (BPC, CCT, CIS, CSC)

BPC103AK* **0.5 Credit**

Using Word: Level I

Use of Word to create, manipulate and print documents on a microcomputer. Prerequisites: None.

BPC103BK* **0.5 Credit**

Using Word: Level II

Advanced concepts and skill development using Word to format, layout and design quality documents. Prerequisites: BPC102AD and BPC103AK or permission of Department or Division.

BPC104AD* **0.5 Credit**

Using Excel: Level I

Use of Excel to create, edit, save and print worksheets. Prerequisites: None.

BPC104BD* **0.5 Credit**

Using Excel: Level II

Use of Excel to enhance worksheets to include graphing and formatting data, using complex formula and function expressions to build and analyze data, and special print options to output worksheets and graphs. Prerequisites: BPC104AD or permission of Instructor.

BPC106AH* **0.5 Credit**

MS Outlook: Level I

Messaging and word processing functions of a Microsoft Outlook electronic work state. Prerequisites: None.

BPC107AH* **0.5 Credit**

Using Access: Level I

Use of Access to create, edit and selectively report data. Prerequisites: None.

BPC110 **3 Credits**

Computer Usage and Applications

Introduction to business and personal computer operations and usage. Software applications for analyzing and solving business problems including word processing, spreadsheet, database, and presentation graphics. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

BPC111AA* **1 Credit**

Computer Keyboarding I

Mastery of essential microcomputer keyboarding skills. Emphasis on touch typing of alphabetic and numeric keys and symbols. Prerequisites: None.

BPC111AB* **1 Credit**

Computer Keyboarding II

Further development of microcomputer keyboard speed and accuracy. Emphasis on touch typing with speed and accuracy development of numerals as related to preparation and handling of documents Prerequisites: BPC111AA/OAS111AA or permission of Instructor

BPC119* **1 Credit**

Basic Data Entry Activities

Development of speed and accuracy of data entry skills. Includes vocabulary, keyboard drills, and data entry simulations. Prerequisites: (BPC111AA or OAS111AA or OAS101AA) or permission of instructor, OAS118 recommended but not required.

BPC125 **1 Credit**

Microcomputer Set Up and Maintenance

How to install and maintain a microcomputer (personal computer). Steps used to set up a new or add options to a previously installed microcomputer. Installation of internal options (memory, graphics, modems, etc.), as well as external options and devices (printers, monitors, communications, etc.). Troubleshoot (identify and repair or have repaired) microcomputer problems. Prerequisites: None.

BPC138AA **3 Credits**

Windows Desktop Design and Publishing

Use of Windows-based microcomputers and appropriate commercial software package to compose and print textual and graphic materials of high quality. Includes overview of micro operating system, word processing of copy, use of graphics programs, layout of design elements, and printing alternatives. Prerequisites: CIS105 or BPC110 or permission of instructor.

BPC170 **3 Credits**

Computer Maintenance: A+ Exam Prep I

Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis placed on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: CIS105 or permission of instructor.

BPC225 **1 Credit**

Computer Configuration and Enhancement

Configuration and enhancement of a computer. Emphasis on configuration of hardware and software to optimize computer performance. Includes memory configuration and the identification and troubleshooting of configuration problems. Prerequisites: BPC125 or permission of instructor.

BPC270 **3 Credits**

Computer Maintenance: A+ Exam Prep II

Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on installation, maintenance, mobile devices, security, troubleshooting, and resolving various computer problems. Helps prepare students for the CompTIA A+ examinations. Prerequisites: BPC170 with grade of C or better, or permission of instructor.

CCT151* **2 Credits**

Computer Technology for Business

Overview of computer technology for business. Includes hardware, software, and networks in addition to server function. Also covers internet search engines, cloud computing, and websites in addition to computer security measures. Prerequisites: None.

CIS102 **1 Credit**

Interpersonal and Customer Service Skills for IT Professionals

Examines behaviors necessary to develop and support an effective client service organization. Focuses on methods of increasing the effectiveness of help-desk professionals when responding to a range of customer conditions. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CIS105 SUNY CIS1120 **3 Credits**

Survey of Computer Information Systems

Overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software. Includes uses of application software and the Internet for efficient and effective problem solving. Exploration of relevant emerging technologies. Prerequisites: None.

CIS113DE **3 Credits**

Microsoft Word: Word Processing

Using word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents. Prerequisites: None.

CIS114DE **3 Credits**

Excel Spreadsheet

Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, projections, macro programming, database searching, extraction, linking, statistics, and matrix manipulation. Production of graphs and reports. Project design using multiple, integrated spreadsheets. Prerequisites: None.

CIS117DM **3 Credits**

Microsoft Access: Database Management

Introduction to the basic elements, exploration of additional components and common database management problems related to the Microsoft Access program. Prerequisites: None. Course Notes: CIS117DM combines the contents of CIS117AM, CIS117BM and CIS117CM.

CIS118AB **1 Credit**

PowerPoint: Level I

Use of Powerpoint software to produce professional-quality presentation visuals. Prerequisites: None.

CIS118BB **1 Credit**

PowerPoint: Level II

Use of Powerpoint software to add movement and sound to desktop presentations to enhance audience attention. Prerequisites: CIS118AB.

CIS119DO **3 Credits**

Introduction To Oracle: SQL

Use of Oracle tools and methodologies to fulfill real-world business information requirements. Hands-on exercises for designing, creating, and maintaining database structures to store, retrieve, update, and display data in a relational database using the SQL programming language. Creating and maintaining database objects. Advanced retrieval techniques. Prerequisites: CIS105 or permission of Instructor.

CIS120DB **3 Credits**

Computer Graphics: Adobe Illustrator

Provides students with the capability to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics, and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.

CIS120DC **3 Credits**

Adobe Flash Level I: Digital Animation

Focuses on entry-level skill expectations for digital animation using Adobe Flash. Covers basic animation techniques used in the creation, manipulation, and editing of Flash animation graphics. Helps students prepare for the Adobe certifications related to Adobe Flash. Prerequisites: None.

CIS120DF **3 Credits**

Adobe Photoshop Level I: Digital Imaging

Focuses on entry-level skill expectations for digital imaging using Adobe Photoshop. Helps students prepare for the Adobe Certifications related to Photoshop. Prerequisites: None.

CIS121AE **1 Credit**

Windows Operating System: Level I

Specific topics include Windows basics, navigating and customizing the desktop, maintaining hardware and software, improving performance, configurations, securing your computer, taskbar, organizing, searching and managing folders and files, installing and uninstalling applications, Internet Explorer fine tuning, security, and searching, including advanced search techniques, keyboard shortcuts, and current topics. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CIS121AI **1 Credit**

Mac Operating System

Specific topics include getting started with Mac OS; working with disks, folders, and files; installing and using applications; setting system preferences; printing, faxing, and scanning; getting and living online; using iLife; sharing a Mac with other users; creating a home network; and maintaining the Mac. Prerequisites: None

CIS122AE **1 Credit**

Windows Operating System: Level II

Additional capabilities of the Windows program that configure devices and customize the presentation of the operating system. System tools, control panel utilities, the My Computer, Network Neighborhood, and Microsoft Exchange desktop icons. Other helpful utilities presented. Prerequisites: CIS121AE or permission of instructor.

CIS124AA **1 Credit**

Project Management Software: Level I

Utilization of project management software packages by manages and advanced business students to solve critical management planning tasks. Evaluation of management opportunities utilizing software packages to monitor project progress and resource allocation. Includes "what-if" analyses, and preparation of management reports. Prerequisites: None.

CIS124BA **1 Credit**

Project Management Software: Level II

Advanced use of project management software. Covers features and functions to solve critical management planning tasks. Project communications, scheduling, resource allocation, tracking processes and importing and exporting data also covered. Project consolidation emphasized. Prerequisites: CIS124AA or permission of instructor.

CIS132 **3 Credits**

HTML/CSS

Overview of foundational HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) coding. Create web pages and sites that adhere to web standards and best practices using current web coding standards. Prerequisites: None.

CIS133AA **1 Credit**

Internet/Web Development Level I-A

Overview of the Internet and its resources. Hands-on experience with various Internet communication tools. Prerequisites: None.

CIS133BA **1 Credit**

Internet/Web Development Level I-B

Exploration of additional Internet resources. Hands-on experience with a variety of resource discovery and information retrieval tools as well as enhancement of Web pages. Prerequisites: CIS133AA.

CIS133CA **1 Credit**

Internet/Web Development Level I-C

Web site development using enhancement codes. Includes frames, style sheets and javascript as well as design principles and typography. Prerequisites: CIS133BA.

CIS133DA **3 Credits**

Internet/Web Development Level I

Overview of the Internet/WWW and its resources. Hands-on experience with various Internet/WWW communication, resource discovery, and information retrieval tools. Web page development also included. Prerequisites: None.

CIS138DA **3 Credits**

Desktop Design and Publishing Using Adobe InDesign

Use of Adobe InDesign to compose and print textual and graphic materials of high quality. Includes word processing of copy, use of graphics programs, layout of design elements, printing alternatives, and file formats. Prerequisites: CIS105, or BPC110, or permission of instructor.

CIS140 **2 Credits**

Survey of Multimedia Technology

Introduction to multimedia technology and its uses. Overview of the various hardware and software used in developing and delivering multimedia. Emphasis on how multimedia is used in education and training. Provides a basic understanding of the process used to define and develop multimedia applications. Prerequisites: CIS105, or permission of instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CIS150 **3 Credits**

Programming Fundamentals

Structured program design and logic tools. Use of computer problems to demonstrate and teach concepts using appropriate programming language. Prerequisites: CIS105 or permission of instructor.

CIS151* **3 Credits**

Computer Game Development -Level I

Introduction to object-oriented game development, game design, and game theory. Use of computer software to demonstrate and teach concepts using an appropriate game development platform to model real-time simulations and create computer games using object oriented tools. Introduction to developing PC games, educational software, and training software using windows based object oriented developments tools. Prerequisites: CIS105 or permission of Instructor.

CIS159 **3 Credits**

Visual Basic Programming I

Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: CIS105 or permission of instructor.

CIS162AB* **3 Credits**

C++: Level I

Introduction to C++ programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105 or permission of instructor.

CIS162AD **3 Credits**

C#: Level I

Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105, or permission of instructor.

CIS163AA **3 Credits**

Java Programming: Level I

Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming. Prerequisites: CIS105, or permission of instructor.

CIS165 **3 Credits**

Introduction to iPhone Application Programming

Introduction to iPhone/iPad/iPod Touch programming utilizing the application XCode, and the programming language Objective-C with Cocoa Touch frameworks. Understand iPhone hardware and feature basics. Go through entire design process from concept to final product delivery. Prerequisites: CIS150, or CIS150AB, or CIS162AC, or permission of Instructor.

CIS165DA **3 Credits**

Android Mobile Device Programming

Beginning with an overview of Android features, this class explores the required software tools and programming techniques for developing Android device applications from creating the user interface, working with activities, intents and views, to using databases, providing data persistence, accessing device features and services, to debugging and publishing applications. Prerequisites: CIS163AA, or permission of Instructor.

CIS165DB **3 Credits**

C#/VB.NET: Windows 8 App Development

Building upon desktop application development with Visual Studio using VB.NET or C# languages, developing apps for Windows 8 utilizes Extensible Application Markup Language (XAML) for interface design. Windows 8 utilizes UI design standards that are unique from previous versions. Develop apps for Windows 8 smartphones and tablets that utilize touch input methods, translate into different resolutions, states, and orientations, and can tap into mobile features such as location and acceleration sensors. Includes working with external data and packaging for Windows Store distribution. Prerequisites: CIS159 or CIS162AD or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CIS190 **3 Credits**

Introduction to Local Area Networks

Overview of local area networks. Emphasis on the elements of a local area network, current issues and products, and use of local area network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Prerequisites: CIS105 or permission of instructor.

CIS213DE **3 Credits**

Advanced Microsoft Word: Word Processing

Using advanced word processing software features to perform tasks such as mail merge, collaboration, web pages, math functions, macros, photo enhancements, graphics, tables, forms and manage long documents. Prerequisites: CIS113DE or (CIS113AE and CIS113BE and CIS113CE) or permission of Instructor.

CIS214DE **3 Credits**

Advanced Excel Spreadsheet: Level II

Advanced Excel spreadsheet features including formatting techniques, macros and Visual Basic for applications. Templates, built-in functions and lists as well as analysis tools including Pivot Tables and Goal Seek covered. Import and export data, workgroup collaboration and Internet features of Excel emphasized. Prerequisites: CIS114DE or permission of instructor.

CIS217AM **3 Credits**

Advanced Microsoft Access: Database Management

Advanced database concepts including database design, primary and secondary key selection and relationships between tables. Queries, sub forms, macros, events, Visual Basic modules and Access Internet features also covered. Prerequisites: CIS117DM or CIS117CM.

CIS220DF **3 Credits**

Adobe Photoshop Level II: Advanced Digital Imaging

Goes beyond the basic use of palettes, selections, layers, menus, and tool options, and focuses on using Photoshop software's advanced features to manipulate and correct digital and digitally produced images. Prerequisites: (CIS120AF, CIS120BF and CIS120CF) or CIS120DF, or permission of Instructor.

CIS225 **3 Credits**

Business Systems Analysis and Design

Investigation, analysis, design, implementation and evaluation of business computer systems. Prerequisites: Any programming language or permission of instructor.

CIS225AB **3 Credits**

Object-Oriented Analysis and Design

Methodologies and notations for fundamental object-oriented analysis and design including use cases, objects, classes, stereotypes, and relationships. Object-oriented iterative process for system development. A continuous application development exercise for applying the analysis and design concepts. Prerequisites: Any programming language or permission of Instructor.

CIS233DA **3 Credits**

Internet/Web Development Level II

Design and create pages on the World Wide Web with a variety of markup languages, programming languages, scripts, and multimedia. Hands-on experience authoring and preparing sophisticated web documents. Exploration of best practices/ issues for web design and publishing and careers in web development and e-commerce. Prerequisites: CIS133CA or CIS133DA or permission of instructor.

CIS233DC **3 Credits**

Internet Web Development: Dreamweaver

Design and development of comprehensive and interactive websites using Dreamweaver. Hands-on experience designing, developing, testing, and publishing web documents that contain various client-side web technologies. Assists in preparing students for the Adobe Certifications related to Adobe Dreamweaver. Prerequisites: CIS132, CIS133CA, or CIS133DA, or permission of instructor.

CIS235 **3 Credits**

e-Commerce

Introduction to Electronic Commerce on the Internet. Designing an electronic storefront including web page content and development, e-commerce site marketing, advertisement, legal and security considerations, credit card and other debit transaction covered. Also includes current issues in e-commerce. Prerequisites: CIS133CA, or CIS133DA, or permission of instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CIS240 **3 Credits**

Local Area Network Planning and Design

Analysis of the needs and requirements for a local area network (LAN). Emphasis on basic systems analysis and design for a local area network, selection of appropriate hardware and software components. Includes current and future issues, needs analysis, cost estimation, selection of connectivity and network components, and issues relating to access, security and support. Prerequisites: CIS190, or MST140, or permission of instructor.

CIS250 **3 Credits**

Management of Information Systems

The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: CIS105.

CIS259 **3 Credits**

Visual Basic Programming II

Use of the Visual Basic programming language to identify and solve advanced problems using suitable examples from business or other disciplines. Prerequisites: CIS159 or permission of instructor.

CIS262AD **3 Credits**

C# Level II

Advanced C# programming with emphasis on data structures, dynamic memory allocation, object-oriented programming, user interfaces, and database processing. Overview of web applications, network programming, and reporting tools. Prerequisites: CIS162AD, or permission of instructor.

CIS263AA **3 Credits**

Java Programming: Level II

Intermediate Java Programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: CIS163AA or permission of instructor.

CIS276DA **3 Credits**

MySQL Database

A broad overview of the MySQL database. Includes Structured Query Language (SQL) instruction for data definition, data manipulation, and data retrieval. Develops knowledge and skills required to install MySQL, model and create new databases, manage users, authentication, and stored procedures, and develop backup/restore strategies. Prerequisites: CIS105 or permission of Instructor.

CIS276DB **3 Credits**

SQL Server Database

A broad overview of the Microsoft Structured Query Language (SQL) Server database. Includes SQL instruction for data definition, data manipulation, and data retrieval. Develops knowledge and skills required to install SQL Server, model and create new databases, manage users, authentication, and stored procedures, and develop backup/restore strategies. Prerequisites: CIS105 or permission of Instructor.

CIS288 **2 Credits**

Digital Design Portfolio

Procedures for compiling, evaluating, and selecting prior learning experiences and artifacts for a digital portfolio. Covers techniques for the design, production, and publishing of an online portfolio documenting prior learning. Includes techniques for presenting the digital portfolio for evaluation. Prerequisites: BPC/CIS133DA and (BPC/CIS120DB or BPC/CIS120DF or BPC/CIS138DA) or permission of Instructor.

CSC100* **3 Credits**

Introduction to Computer Science (C++)

Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: MAT120 or MAT121 or MAT122.

CSC110 **3 Credits**

Introduction to Computer Science (Java)

Concepts of problem solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering Majors. Prerequisites: MAT120, or MAT121, or MAT122.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSC150* **3 Credits**

Programming in C/C++

Introduction to C and C++ programming. Flow control, functions, pointers, data structures, file handling, and introduction to object-oriented programming. Prerequisites: Permission of instructor.

CSC185* **3 Credits**

World Wide Web and Introductory Internet Programming

Organization of and access to information on the Internet. Design, creation and publication of interactive web pages with HTML, multimedia, animated custom graphics, applets and JavaScript programming. Ethical issues, including security and privacy on the World Wide Web. Prerequisites: None.

CSC205 SUN# CSC2205 **3 Credits**

Object Oriented Programming and Data Structures

Covers Object-Oriented design and programming; elementary data structures; arrays; lists; stacks; queues; binary trees; recursion; searching and sorting algorithms. Prerequisites: CSC110, or permission of Instructor.

Construction (CNS)

CNS182 **4 Credits**

Construction Estimating and Print Reading

Analysis and interpretation of construction drawings (blueprint reading); interpretation of symbols, annotations, conventions, and terms of trade. Emphasizes learning quantities of material, equipment, and labor for a construction project. Includes a focus on procedures used to apply timely unit costs. Covers Occupational Safety and Health Administration Safety Standards (OSHA) and their impact on construction cost. Prerequisites: None.

CNS290AB* **2 Credits**

Construction Internship

Construction internship office/field experience with private/public agencies or citizen volunteer groups. Prerequisites: CNS282, or permission of Department or Division. Course Notes: May not repeat specific assignment for more than (3) credit hours. Standard grading available according to procedures outlined in college catalog.

CNS290AC* **3 Credits**

Construction Internship

Construction internship office/field experience with private/public agencies or citizen volunteer groups. Prerequisites: CNS282, or permission of Department or Division. Course Notes: May not repeat specific assignment for more than (3) credit hours. Standard grading available according to procedures outlined in college catalog.

Corporate Computer Technology (CCT)

For a list of course descriptions, see Computers.

Counseling and Personal Development (CPD)

CPD102AB **2 Credits**

Career Exploration

Designed to assist students make informed career decisions. Focuses on current occupational trends and outlook. Explores career-related interests, values, needs, preferences, skills, and strengths with the use of various assessments. Aids in the development of individualized educational/career goals and action plan. Prerequisites: None. Course Notes: CPD102AB may be repeated for a total of six (6) credit hours.

CPD102AC **2 Credits**

Creative Job Hunting

Assists students in gaining skills and confidence necessary to compete in the job market. Emphasis on job search techniques and strategies, resume and cover letter writing, interviewing skills and professional etiquette. Prerequisites: None. Course Notes: CPD102AC may be repeated for credit.

CPD103BL **2 Credits**

Dynamics of Leadership

Designed to provide strategies that may be used when assuming leadership roles. Focus on improving self-confidence through the development of appropriate behaviors, problem-solving skills, and techniques of leadership. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CPD115 **1 Credit**

Creating College Success

Strategies to create success in college. Methods for selecting and developing effective academic strategies, increasing self-awareness and developing self-management strategies. Elements of college resources and relationships with others explored in support of students' educational experience. Prerequisites: None.

CPD150 **3 Credits**

Strategies for College Success

Focus on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. Prerequisites: None.

CPD160 **3 Credits**

Introduction to Multiculturalism

Examination of the multiple cultures and subcultures within the contemporary United States. Personal exploration of awareness and appreciation of multiculturalism. Activities for experiencing diverse cultural perspectives. Critical thinking skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures through written and oral discourse. Prerequisites: ENG101, or ENG107, or permission of Instructor.

Creative Writing (CRW)

CRW120 **3 Credits**

Introduction to Writing Children's Literature

Overview of writing children's literature. Emphasis on genres and standards for quality. Development of techniques in reading, evaluating, writing, revising, and editing literature written for children. Prerequisites: None. ENH291 suggested but not required.

CRW150 **3 Credits**

Introduction to Creative Writing

Introduces the student to elements and techniques of creative writing in a variety of genres; teaches terminology and concepts needed for successful participation in writing workshops; facilitates writing practice and evaluation; offers individual guidance on the student's development as a writer. Prerequisites: None.

CRW160 **3 Credits**

Introduction to Writing Poetry

Prewriting (invention and discovery); writing; analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one's own and the poetry of others, and produce a portfolio of finished, marketable poems. Prerequisites: None. CRW150 recommended but not required.

CRW170 **3 Credits**

Introduction to Writing Fiction

Practice in writing fiction through a process of prewriting (invention and discovery), writing, analysis and evaluation (in workshop), and revision; practice in manipulating various elements and forms of fiction. Prerequisites: None. CRW150 recommended but not required.

CRW172 **3 Credits**

Introduction to Comic Book Writing

Introduction to elements and techniques of comic book writing in its specific form; teaches terminology and concepts needed for the successful participation in writing workshops; focuses on proposal outline, planning, structure facilitates writing practice (including character study) and evaluation; offers individual suggestions in the student`s development in this genre. Prerequisites: None. CRW150 recommended but not required.

CRW180 **3 Credits**

Introduction to Writing Nonfiction

Practice in writing creative nonfiction, including autobiography and biography, the essay, reviews, and humor using a process of invention and discovery, writing, analysis, evaluation, and revision. Combines lecture, discussion, and workshop, leading to the production of marketable quality creative nonfiction. Prerequisites: None. CRW150 recommended but not required.

CRW190 **3 Credits**

Introduction to Screenwriting

Overview of screenwriting elements; introduction to screenwriting techniques. Prerequisites: None. CRW150 recommended but not required.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CRW200 **1 Credit**

Readings for Writers

Close analysis and interpretation of selected literary texts designed to strengthen the students' own writing by extending their familiarity with the genre in which they write and their knowledge of selected literary elements. One-on-one meetings between student and instructor. Prerequisites: CRW150, or permission of Instructor. Course Notes: CRW200 may be repeated for a total of six (6) credits.

CRW201 **1 Credit**

Portfolio

Close analysis of the creative writing portfolio culminating in selection, revision, editing, and compiling of the student's own literary work in a portfolio. Students meet individually with instructor to choose, prepare, and compile their work. Prerequisites: (Acceptance into Creative Writing Certificate Program and completion of at least nine (9) credit hours in creative writing (CRW)), or permission of Program Director. Course Notes: CRW201 may be repeated for a total of two (2) credit hours.

CRW202 **3 Credits**

The Writer as Witness

Studio course focusing on writing with the writer as witness of the world: pre-writing, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

CRW203 **3 Credits**

Dialogue

Studio course focusing on writing dialogue in a variety of genres; prewriting, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

CRW204 **3 Credits**

Journaling

Studio course focusing on journal writing. Prerequisites: CRW150 or permission of instructor.

CRW220 **3 Credits**

Intermediate Writing Children's Literature

Application of techniques in writing literature for children. Emphasis on independent writing, self-evaluation, and revision. Includes completion of a major writing project of marketable quality. Prerequisites: CRW120, or permission of instructor.

CRW251 **3 Credits**

Topics in Creative Writing

Analysis, writing, and revision focused on a selected element applicable to all genres of creative writing. Prerequisites: None. CRW150 recommended. Course Notes: CRW251 may be repeated, topic must be different, for a total of nine (9) credit hours.

CRW260 **3 Credits**

Intermediate Poetry Writing

Emphasis on writing a series of original poems; analysis and evaluation of the functions and effects of established works of poetry; concentration on evaluation and revising students' poetry through intensive workshopping. Prerequisites: CRW160 or permission of Instructor.

CRW261 **3 Credits**

Topics in Writing: Poetry

Analysis, writing, and revision of genre or element within poetry. Prerequisites: CRW150 or permission of instructor.

CRW270 **3 Credits**

Intermediate Fiction Writing

Writing original short stories; analysis of works of fiction; concentration on revising students' fiction through intensive workshopping. Prerequisites: CRW170.

CRW271 **3 Credits**

Topics in Writing: Fiction

Analysis, writing, and revision of genre or element within fiction. Prerequisites: CRW150 or permission of instructor.

CRW272 **3 Credits**

Planning and Structuring the Novel

Focus on planning, structuring, and beginning a novel; prewriting, writing, analysis, evaluation, and revision of novel plans and excerpts. Prerequisites: CRW150 or permission of instructor.

CRW273 **3 Credits**

Writing the Novel

Provides the beginning novelist with structure, support, and guidance vital to sustained writing; focus on establishing goals and using critique sessions with instructor and peers to draft a novel; open- and topic-focused in-class forums, novel writing, peer and instructor critiques. Prerequisites: CRW272 or permission of instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CRW274 **3 Credits**

Revising the Novel

Studio course workshop format. Requires a complete novel finished, in manuscript, ready for revision and polishing. Prerequisites: CRW273 or permission of instructor.

CRW281 **3 Credits**

Topics in Writing: Non-Fiction

Analysis, writing, and revision of genre or element within non-fiction. Prerequisites: CRW150 or permission of instructor.

CRW290 **3 Credits**

Intermediate Screenwriting

Drafting and revision of original screenplay; overview of marketing a screenplay. Prerequisites: CRW190 or permission of instructor.

CRW291 **3 Credits**

Topics in Writing: Plays

Analysis, writing, and revision of genre or element within plays and/or motion picture screenplays. Prerequisites: CRW150 or permission of instructor.

Credit Services Industry (CSI)

CSI111* **2 Credits**

History and Function of the Credit Card Industry

History and function of the credit card industry. Covers operations and transaction order procedures in addition to terminal functionality, hotel procedures and use of the Merchant Management System (MMS). Prerequisites: None.

CSI122* **2 Credits**

Introduction to Cardmember Services

Introduction to credit cardmember services. Covers job responsibilities of a cardmember service account manager. Enrollment processes, merging accounts and various credit card products and features also included. Use of a computer emphasized. Prerequisites: None.

CSI123* **2 Credits**

Credit Card Customer Service

Procedures for handling credit card transactions using the Hypercom System. Covers response calls, Quit Duplicating (QD) situations and procedures for the incrementing/bumping process. Also includes effective customer service techniques. Prerequisites: None.

CSI124* **3 Credits**

Intermediate Cardmember Services

Credit cardmember services. Covers balance transfers, call handling procedures, statements, authorizations and payment disputes. Computer usage emphasized. Prerequisites: CSI122.

CSI126* **2 Credits**

Advanced Cardmember Services

Advanced credit cardmember services. Includes finance charge processing procedures and listening and customer interaction strategies. Covers lost/stolen report processing and negotiation techniques. Prerequisites: CSI124.

CSI130* **3 Credits**

Cardmember Assistance

Overview of credit cardmember assistance. Policies and procedures emphasized. Communication tools and cardmember assistance telephone calls covered. Prerequisites: None.

CSI132* **2 Credits**

Cardmember Assistance Calls

Credit cardmember assistance telephone calling. Placing and answering cardmember phone calls emphasized. Use of a collection system also covered. Prerequisites: CSI130.

CSI143* **2 Credits**

Cardmember Payment Assistance

Procedures and policies for calling and collecting payments from credit card members. Effective customer service techniques for payment resolution on delinquent accounts emphasized. Prerequisites: None.

CSI151* **2 Credits**

Cardmember Retention I

Retention procedures of credit card members. Emphasis on retention closure reasons and account negotiation strategies. Includes cardmember accounts procedures, credit card features, and reward programs. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSI152* **2 Credits**

Credit Card Debt Collection

Overview of credit card debt collection via telephone. Includes collection call process as well as the basics of a collection computer system and collection call control. Collection programs for customers also covered. Prerequisites: None.

CSI153* **2 Credits**

Cardmember Retention II

Cardmember retention procedures. Auto reopen accounts process and account negotiation strategies emphasized. Balance transfers and finance charges also covered. Prerequisites or Corequisites: CSI151.

CSI156* **2 Credits**

Credit Card Loss Prevention

Overview of security loss prevention in the credit card industry. Includes job responsibilities of loss prevention analysts and line control analysts. Bomb threat procedures, types of fraud, and fraud detection systems also covered. Computer usage and loss prevention phone calls emphasized. Prerequisites: None.

CSI170* **3 Credits**

Overview of Security Investigations

Overview of credit card security investigation. Includes duties of a security investigator, security procedures, types of fraud and fraud detection. Communication tools, cardmember phone calls and merchant phone calls also covered. Prerequisites: None.

CSI172* **2 Credits**

Security Investigations

Advanced credit card security investigations. Includes use of fraud detection computer systems and placement of cardmember phone calls. Fraud case investigations emphasized. Prerequisites: None.

CSI185* **3 Credits**

Terminal Communication Procedures

Electronic terminal communication issues. Procedures for identifying and correcting communication errors as well as use of telephone terminals. Also covers classification of procedures and the staging/vapping process. Prerequisites: None.

CSI196* **2 Credits**

Credit Card Processing

Practical application of credit card processing skills. Covers transaction orders, debits, and Electronic Benefits Transfer (EBT) procedures in addition to hotel fine dining and Down Line Load (DLL) procedures. Prerequisites: None.

CSI197* **1 Credit**

Customer Information Center

Overview of technical skills required to complete customer information center requests. Includes system overview, call identification, and search procedures as well as fraudulent call procedures. Prerequisites: None.

CSI198* **2 Credits**

Credit Card Debt Collection Policy

Overview of credit card collection policies. Covers departmental goals, services, and procedures. Special emphasis on legal aspects of collections including the Fair Debt Collection Practices Act and various compliance policies. Prerequisites: None.

CSI200* **2 Credits**

Retail Website Customer Service

Introduction to retail website features and procedures. Includes shopping guides, customer accounts, and basic order entry guidelines and procedures. Prerequisites: None.

CSI201* **3 Credits**

Retail Website Customer Service Procedures

Practical application of retail website customer service procedures. Includes order entry, modifications, and service recovery as well as procedures for handling registries and store services. Prerequisites: None.

CSI206* **3 Credits**

Banking Member Service Representative

Introduction to banking member service representative roles and responsibilities. Includes communication and problem solving skills when dealing with members. Also covers various types of banking products and services available to members as well as an introduction to computerized banking and online documentation systems. Prerequisites: None. Corequisites: CSI207, CSI208, and CSI209.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSI207* **3 Credits**

Banking Accounts and Products

Knowledge of bank accounts, products, and procedures for banking member service representatives. Covers new accounts, credit cards, debit cards, certificates of deposit and individual retirement accounts. Self-service banking benefits and procedures as well as cash advances, funds transfers, and wire transfers included. Prerequisites: None. Corequisites: CSI206, CSI208, and CSI209.

CSI208* **3 Credits**

Banking Account Management

Account management procedures for banking member service representatives. Banking terminology and maintenance procedures including member verification and privacy policies. Includes fraud handling and common banking inquiries by members such as updating account information, stopping payments, reordering checks, and requesting refunds. Retention of banking members also covered. Prerequisites: None. Corequisites: CSI206, CSI207, and CSI209.

CSI209* **1 Credit**

Banking Account Management Lab

Practical application of banking member services and procedures. Covers computerized banking systems including online documentation and database usage. Procedures for new accounts and account maintenance included as well as procedures for handling various member requests. Communication and customer service skills emphasized. Prerequisites: None. Corequisites: CSI206, CSI207, and CSI208.

CSI240* **3 Credits**

Credit Services Legal Procedures

Legal procedures for the credit services industry. Includes security responsibility and communication systems, as well as credit law. Also covers account issues including ownership inquiries, verifications, and restrictions. Prerequisites: Permission of Department or Division.

CSI241* **2 Credits**

Credit Services Account Procedures

Account procedures for credit services. Includes rewards, upgrades, and frequent buyer programs. Also covers fees, procedures for saving accounts, limit increases, and lost/stolen cards. Prerequisites or Corequisites: CSI240.

CSI242* **2 Credits**

Credit Services Billing Procedures

Credit services billing procedures and statements. Includes disputes and deferred purchases, as well as third party products and services. Also covers back office discounts and procedures for handling payment issues. Prerequisites or Corequisites: CSI241.

CSI243* **1 Credit**

Credit Services Lab

Practical application of credit services procedures. Includes computer, phone and Voice Recognition Unit (VRU) procedures and screens as well as demonstration of effective customer service techniques. Covers procedures for account ownership, verification, and advertising as well as disputes, deferred purchases and transfers. Prerequisites: Permission of Department or Division.

CSI245* **2 Credits**

Introduction to Credit Granting

Overview of policies and procedures for credit granting. Includes account research, updates, and restrictions as well as authorization procedures. Also covers referrals, applications, and special processing issues. Prerequisites: None.

CSI246* **3 Credits**

Credit Granting Procedures

Practical application for procedures for credit granting. Includes representative responsibilities in the areas of computer skills, customer service, and communication. Also covers procedures for completing customer inquiries, account modifications, and authorizations as well as special processing procedures and referrals. Prerequisites: None.

CSI250* **3 Credits**

Customer Service for Credit Counselors

Basic customer service principles for the credit counselor. Examination of credit-counseling programs covered. Emphasis on elements of customer service transactions. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSI251* **3 Credits**

Legal Issues In Credit Counseling

Overview of laws and practices in granting credit. Types of credit and calculating finance charges included. Emphasis on implications of inadequate payment history on credit ratings. Prerequisites: None.

CSI252* **3 Credits**

Credit Counseling New Accounts

Overview of establishing new client accounts in a credit-counseling program. Emphasis on screens used to setup an account. Prerequisites: None.

CSI255* **3 Credits**

Account Maintenance Procedures

Account maintenance procedures for customer service representatives. Emphasis on managing ongoing client accounts. Covers contact with creditors and clients. Prerequisites: None.

CSI257* **3 Credits**

Credit Counseling Account Processes

Overview of maintaining a client account in a credit counseling program. Emphasis on screens used to maintain an account. Prerequisites: None.

CSI258* **3 Credits**

Credit Counseling and Financial Management

Overview of financial topics relevant to clients and their accounts. Covers creditor information and policies as well as procedures for account review. Also includes identification of and education regarding client financial issues in addition to client resource identification and use. Prerequisites: None.

Critical Reading (CRE)

For a list of course descriptions, see Reading.

Culinary Arts (CUL)

CUL105 **3 Credits**

Principles and Skills for Professional Cooking

Introductory principles and skills for professional cooking. Introduces organizational structure of kitchen staff in different types of kitchens. Includes basic principles of safety and sanitation, equipment and utensil use, French cooking terms, recipe use, measuring techniques, identification and use of seasoning agents, and basic cooking methods applied to stocks, sauces and soups, vegetables, starches, entrees, and eggs. Emphasis on practical experiences in a commercial kitchen. Prerequisites: None.

CUL113 **3 Credits**

Commercial Baking Techniques

Principles and techniques for preparation, storage, and serving of bakery products. Includes breads, cakes, pies, pastry, cookies, fillings, and icings. Emphasis on practical experiences in a commercial bakery. Prerequisites: None.

CUL121 **3 Credits**

Principles of Food and Beverage Service

Qualities and skills necessary for successful food and beverage service. Includes room planning and setup, duties of service staff, types of service, customer relations, dining room etiquette, and cash management. Prerequisites: None.

Customer Service Representative (CSR)

CSR105* **1 Credit**

Advanced Abandoned Vehicle Inspection

Advanced abandoned vehicle inspection procedures. Covers types of abandoned vehicles, the third party inspection form, fees, and policies as well as governing authority. Also includes additional requirements, letters, and transfer of ownership. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSR106* **0.5 Credit**

Basic Abandoned Vehicle Inspection

Basic abandoned vehicle inspection procedures. Covers safety procedures, vehicle types, and eligibility status determination as well as forms completion. Prerequisites: None.

CSR107* **0.5 Credit**

Permanent Fleet Registration

Basic third party permanent fleet registration procedures. Covers the registration process, forms, and renewals as well as fees calculation and reconciliation of accounts. Prerequisites: None.

CSR108* **2 Credits**

Motor Vehicle Documentation Concerns

Vehicle titling considerations with emphasis on documentation procedures. Includes Department of Revenue policy and procedures and examination of title documents. Also covers trailer and damaged vehicle documentation as well as procedures for completing special vehicle titling. Prerequisites: None.

CSR109* **2 Credits**

Motor Vehicle Documentation Procedures

State motor vehicle documentation procedure. Use of computer based government workstation emphasized. Includes procedures for location and modification of customer and vehicle records. Prerequisites: None.

CSR111* **3 Credits**

Motor Vehicle Customer Service

State motor vehicle division record and duplicate credential issuance operations. Emphasis on the replacement and renewal of customer and vehicle records and credentials. Covers workstation operation procedures, license application information review, and database navigation. Prerequisites: None.

CSR112* **3 Credits**

Motor Vehicle Records Administration

State motor vehicle division record administration procedures. Emphasis upon original credential issuance, accurate customer record creation, and credential eligibility stipulations. Covers information verification procedures, testing procedures, and license typology considerations. Includes summary suspension/revocation procedures as well as sex offender credential concerns. Prerequisites: None.

CSR113* **2 Credits**

Motor Vehicle Title and Registration Administration

Motor vehicle division title and registration record administration procedures. Emphasis on title lien documentation, vehicle inspection, and plate issuance information. Covers registration fee determination, permit issuance procedures, and insurance suspension documentation issues. Prerequisites: None.

CSR115* **2 Credits**

Privilege Restriction Documentation

Procedures for documenting the resolution of loss of driving privileges in a state motor vehicle division database. Emphasis on the processing of suspension, revocation, and uninsured driver issues. Covers driver impairment suspension issues and citation notation processing. Also includes driver re-examination and reinstatements. Prerequisites: None.

CSR117* **2 Credits**

Pharmaceutical Assistance Programs

Overview of pharmaceutical assistance programs. Computerized database usage emphasized. Includes eligibility, medications, and enrollment procedures. Customer correspondence and rebates also covered. Prerequisites: None.

CSR124* **1 Credit**

Motor Vehicle Title Exchange

Vehicle titling considerations. Emphasis on title exchange procedures. Covers mobile home and travel trailer titling operations, damaged vehicle title issues, and special title concerns. Includes title lien identification. Prerequisites: None.

CSR125 **2 Credits**

Front Office Procedures

Basic medical front office procedures including alphabetic and numeric indexing, filing and accounting. Emphasis on basic clerical skills along with dealing with patient and physician confidentiality issues. Prerequisites: Permission of Department or Division.

CSR126 **1 Credit**

Front Office Insurance

Medical front office procedures with an emphasis on medical insurance, insurance billing, and coding procedures. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSR127* **2 Credits**

Advocate-Driven Medication Procedures I

Procedures for advocate-driven medication customer service representatives. Covers patient advocate criteria and responsibilities. Eligibility requirements, enrollment procedures, and Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliance standards included. Prerequisites: None.

CSR128* **2 Credits**

Advocate-Driven Medication Procedures II

Further examination of procedures for advocate-driven medication customer service representatives. Medication authorizations and changes as well as medical insurance, claims, and customer correspondence covered. Prerequisites: CSR127.

CSR129* **2 Credits**

Advocate-Driven Medication Procedures Lab

Laboratory for advocate-driven medication customer service representatives. Computerized database usage emphasized. Patient eligibility, accounts, correspondence and claims included. Prerequisites: CSR128.

CSR139* **3 Credits**

Introduction to Retail Pharmacy Customer Care

Introduction to the retail pharmacy program. Includes customer care responsibilities, confidentiality, and eligibility status in addition to various types of member inquiries. Also covers quality assurance and Federal and State laws governing controlled substances. Prerequisites: None.

CSR143* **2 Credits**

Patient Prescription Adherence Procedures

Overview of patient prescription adherence program procedures for patient support representative. Includes program benefits, eligibility requirements, enrollment procedures, and waiver process. Computerized database usage emphasized. Prerequisites: None.

CSR145* **3 Credits**

Prescription Prior Authorization I

Prescription prior authorization procedures for federal employees. Covers eligibility as well as claims process and claims adjudication. Computerized databases and automated phone systems emphasized. Prerequisites: None.

CSR146* **3 Credits**

Prescription Prior Authorization II

Advanced prescription prior authorization procedures for federal employees. Usage of various computerized databases emphasized. Includes drug benefit management, drug limitation guidelines, standard allowance fill quantity, and prior authorization fill quantity. Approved and denied authorizations also covered. Prerequisites: CSR145.

CSR154* **2 Credits**

Retail Pharmacy Billing and Payment

Billing and payment processes for the retail pharmacy industry. Covers prior authorizations and restrictions, reconsideration, and procedures for completing specialty orders. Prerequisites: CSR139.

CSR155* **3 Credits**

Retail Pharmacy Plans

Retail pharmacy benefit plan design. Includes types of plans, limitations and drug coverage in addition to fulfillment requests. Also covers procedures for completing test claims and steps for locating formulary alternatives. Prerequisites: CSR139.

CSR156* **2 Credits**

Retail Pharmacy Procedures

Practical application of retail pharmacy customer care procedures. Includes procedures for accessing accounts, responding to eligibility issues, and completing customer requests. Also covers billing and payment procedures as well as the provision of non-technical web support. Prerequisites: CSR139.

CSR157* **2 Credits**

Mail Order Pharmacy Procedures

Practical application of mail order pharmacy customer care procedures. Includes procedures for managing billing and payment inquiries as well as order status processes. Prerequisites: CSR156.

CSR158* **2 Credits**

Pharmacy Support Services

Overview of a pharmacy support representative's duties. Includes techniques for addressing electronic communication and formatting standards. Covers claims service including codes, rejections, overrides, and search methods, as well as coordinating benefits. Usage of various pharmaceutical's computer programs emphasized. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSR159* **1 Credit**

Motor Vehicle Fraudulent Documents

Policies and procedures for the identification of Motor Vehicle Department fraudulent documents. Includes examination of paper and plastic/laminated documents as well as identification of counterfeits and alterations. Also covers interviewing techniques and procedures for handling fraud situations. Prerequisites: None.

CSR169* **2 Credits**

Specialty Pharmaceuticals I

Introduction to specialty pharmaceutical services. Covers the role and responsibilities of specialty pharmacies as well as benefit plan design. Also includes components of Medicare, eligibility, and benefits in addition to reimbursement program procedures and benefits. Prerequisites: None.

CSR170* **2 Credits**

Specialty Pharmaceuticals II

Specialty pharmacy and pharmaceuticals management. Covers third party administration, prior authorizations, and systems for coding, billing, and payments. Also includes payer plans and benefits in addition to special group plans and services. Prerequisites: CSR169.

CSR195* **2 Credits**

Customer Service Representative Sales and Marketing

Introduction to sales and marketing strategies for the customer service representative. Includes the sales and negotiation processes as well as behavioral styles and demographics of customers. Also covers types of markets, organizational structure, and elements of a marketing plan. Prerequisites: None.

CSR197* **2 Credits**

Customer Service Representative Business Practices

Introduction to business practices for the customer service representative. Includes organization types and structures as well as essential business communication techniques and foundational skills. Also covers professional telephone techniques. Prerequisites: None.

CSR200* **3 Credits**

Automobile Representative Customer Services

Automobile representative customer service responsibilities. Includes overview of insurance industry terminology and contracts as well as need determination. Also covers privacy and security issues in addition to relationship management strategies. Prerequisites: None.

CSR207* **3 Credits**

Automobile Policy Adjustment

Emphasis upon policy explanation and adjustment. Covers membership flow-thru criteria, quality customer service information, and in-depth on-line resource instrument review. Also includes consultative selling practice and the observation of acting member service representatives. Prerequisites: None.

CSR212* **3 Credits**

Automobile Insurance Operations I

Automobile insurance member services representative operating procedures. Emphasis upon explanation of payment and rate information, the provision of written correspondence, and file information completion. Covers representative underwriting observation, fundamental need based sales principles, and phone system usage. Prerequisites: None.

CSR213* **2 Credits**

Automobile Insurance Operations II

Auto insurance account operations. Includes the format and use of vehicle identification numbers (VIN) and the impact of regulation in the insurance industry. Also covers policy procedures including liability, exclusions, and credits. Review of the billing process and statements also covered. Prerequisites: CSR212.

CSR214* **1 Credit**

Automobile Insurance Operations Lab

Practical application of auto insurance member services operational procedures. Includes use of the direct sales system to complete account navigation in addition to modification and billing procedures. Emphasis on effective communication skills, information gathering, and sales techniques. Prerequisites: CSR213.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSR215* **1 Credit**

Digital Telephone Customer Service

Digital telephone customer service provisions. Emphasis on the establishment and alteration of digital phone service. Covers phone number assignation, ancillary service provision, and public directory phone number listing information. Prerequisites: None.

CSR216* **2 Credits**

Healthcare Claims Processing I

Overview of healthcare claims processing applications. Emphasis on use of a healthcare claims processing system. Includes quality review procedures and responsibilities. Prerequisites: None. Corequisites: CSR217 and CSR218.

CSR217* **3 Credits**

Healthcare Claims Processing II

Procedures for using Alchemy system and electronic data entry procedures for pend report resolution. Includes claim component edits as well as resolution guidelines. Prerequisites: None. Corequisites: CSR216 and CSR218.

CSR218* **3 Credits**

Healthcare Claims Processing III

Procedures for completing benefits and contracts requirements. Includes prior authorization guidelines and procedures as well as claim splitting. iHealth components and claim adjustments and reversals also covered. Prerequisites: None. Corequisites: CSR216 and CSR217.

CSR219* **1 Credit**

Disconnects and Transfers

Procedures for completing disconnects and transfers of service using the Integrated Communications Operations Management System. Includes restrictions, documentation, and scheduling issues. Prerequisites: None.

CSR224* **1 Credit**

Communications Industry Billing Practices

Provision of billing services to digital telecommunications industry customers. Covers database billing issues, billing policy concerns, payment acceptance, and adjustments processing. Prerequisites: None.

CSR225* **2 Credits**

Digital Telecommunications Customer Service

Principles for the provision of digital telecommunications industry customer service. Emphasis upon the initiation of services to customers. Covers deposit collection, credit check performance, and Internet connection procedures. Includes digital television upgrade and pay-per-view provision information. Prerequisites: None.

CSR226* **1 Credit**

Digital Telecommunications Customer Interaction

Digital telecommunications industry customer service communication techniques. Emphasis on active listening and questioning strategies in the identification of digital telecommunications customer needs. Covers negotiation and customer valuation techniques. Prerequisites: None.

CSR228* **2 Credits**

Telecommunications Database Navigation

Telecommunications database navigation procedures. Emphasis on the documentation of customer service activities in a telecommunications database. Covers code and notation interpretation, function key usage, service call scheduling, and work order data entry. Prerequisites: None.

CSR232* **3 Credits**

Auto Insurance and Claims Overview

Overview of auto insurance coverage, including claims and claims handling. Emphasis on liability, uninsured and underinsured motorist, medical and physical damage. Prerequisites: None.

CSR233* **3 Credits**

Auto Damage Appraisal

Overview of various components of the automobile. Emphasis on types of damage that may require a claims report. Covers appraisal process, total losses, and vehicle design platforms. Prerequisites: None.

CSR242* **2 Credits**

Auto Insurance Loss Reports

Automobile insurance loss reports. Determination of fault and claims processing emphasized. Various types of damage covered as well as claim correspondence and compliance policies. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

CSR243* **2 Credits**

Auto Insurance Loss Reports Lab

Practical application of processing of automobile insurance accident and loss reports. Emphasis on customer service while processing claims reports. Usage of computerized insurance system included. Prerequisites: CSR242.

CSR247* **3 Credits**

Auto Insurance Policies

Overview of insurance policies and servicing procedures. Includes lifecycle of a policy and the procedures for accessing system tools. Also covers policy features, deductibles, and endorsements as well as procedures for handling exclusions and proof of insurance. Prerequisites: None.

CSR248* **3 Credits**

Auto Insurance Procedures

Procedures and techniques for providing account customer service. Includes cancellations, reinstatements, and renewal. Also covers manual rate and special renewal procedures. Prerequisites: None.

CSR249* **3 Credits**

Auto Insurance Quotes and Accounting

Procedures for providing auto insurance quotes and completing account billings and payments. Covers tools for investigating rate changes as well as procedures for modifying account vehicles and driver information. Also includes account research and customer response techniques. Prerequisites: None.

CSR260* **2 Credits**

Introduction to Insurance Direct Sales

History and purpose of the Direct Sales Unit (DSU) in the insurance industry. Includes roles and responsibilities of representatives as well as tools for assisting customers. Also covers comparison of auto and residential insurance products available to customers in addition to procedures for completing customer calls. Prerequisites: None.

CSR261* **2 Credits**

Insurance Direct Sales Policy Services

Procedures for servicing policies. Includes binding and application processes in addition to procedures for communicating with Field Inspection Underwriters (FIU). Also covers membership transfers and guidelines for handling new and cancelled accounts. Prerequisites: None.

CSR262* **2 Credits**

Insurance Direct Sales Quotes

Guidelines and procedures for generating insurance quotes. Covers automobile, homeowner, motorcycle, and boat in addition to earthquake and flood policies. Also covers guidelines for handling rental properties. Prerequisites: None.

CSR263* **2 Credits**

Insurance Direct Sales Lab

Practical application of procedures for servicing insurance policies. Includes quote and application processes in addition to communicating with Field Inspection Underwriters (FIU). Also covers memberships transfers and procedures for servicing cancelled policies as well as rewrites. Prerequisites: CSR260, CSR261, and CSR262.

CSR265* **2 Credits**

Introduction to Home Insurance Servicing

Introduction to home insurance servicing policies and procedures. Includes coverages and products as well as endorsements and types of perils. Also covers policy variations, payments, and cancellation. Prerequisites: None.

CSR267* **2 Credits**

Home Insurance Account Servicing

Procedures for servicing home insurance accounts including policy research. Also covers endorsement issues and restrictions as well as procedures for completing policy updates. Prerequisites: None.

CSR269* **2 Credits**

Home Insurance Servicing Lab

Practical application of home insurance policy servicing procedures. Includes procedures for making policy changes as well as researching and responding to billing and premium questions. Also covers strategies for handling cancellation calls and use of retention strategies. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Dental Assisting (Clinical)

Please note: The Clinical Dental Assisting courses are now found under Dental Assisting Education (DAE) courses.

Dental Assisting Education (DAE)

DAE112 **7 Credits**

Dental Assisting I

Introduction to general dentistry, dental sciences, and basic preclinical dental assisting theory and skills. Topics include dental anatomy, recording oral conditions, infection control, patient preparation, communication, patient safety and comfort, emergency management, four-handed dentistry concepts and the use and maintenance of dental equipment. Prerequisites: Acceptance into the Dental Assisting Program or permission of Program Director.

DAE156 **7 Credits**

Dental Assisting II

Intermediate dental assisting skills, with an emphasis in treatment provided in general dentistry, including an introduction to dental diseases and their prevention, and preparing for and assisting in general dental restorative procedures, including the use of local anesthetics, dental materials, and pharmacological agents for procedures. Introduction to ethics and the legal aspects of dental practices. Prerequisites: DAE112 or permission of Program Director.

DAE160* **1 Credit**

Orientation to Clinical Dental Assisting

Overview of dentistry. Roles of the clinical dental assistant and team members covered. Education and licensure requirements, ethics and professional organizations also covered. State Board of Dental Examiners and dental assistant regulations reviewed. History of dentistry and services provided by general and specialty practices also included. Prerequisites: Clinical Dental Assisting Program Admission.

DAE162* **1 Credit**

Introduction to Dental Office Management

Introduction to the operation and procedures of dental office management. Interpersonal communication techniques and psychological factors related to patient management emphasized. Systems for management of patient records, accounts receivable, insurance and fee collection, recall, supply inventory, and ordering covered. Overview of computers used in a dental office included. Prerequisites: DAE160 or permission of Instructor.

DAE166* **2 Credits**

Infection Control and Hazard Communication

Introduction to infection control and hazard communication for the dental practice. Infection control mandates according to the Occupational Safety and Health Administration (OSHA), the American Dental Association (ADA), and the Center for Disease Control and Prevention (CDC) covered. Procedures related to infection control emphasized. Prerequisites: A grade of C or better in DAE162, or DAE164, or permission of Instructor.

DAE168* **3 Credits**

Dental Anatomy and Pathology

Overview of human anatomy and pathology for the dental assistant. Structural organization and systems of the body covered. Identification of anatomy and landmarks of the head, neck, and orofacial structures emphasized. Dental pathology also covered. Prerequisites: A grade of C or better in DAE166 or permission of Instructor.

DAE170* **1 Credit**

Dental Practice Emergencies and Patient Management

The role of the dental assistant in clinical patient management. Medical-dental health history interpretation. Obtaining and recording vital signs. Drug references, methods of administration, anesthetic, and patient prescriptions covered. Prevention techniques and management of emergencies in the dental environment. Management of the medically compromised also included. Prerequisites: A grade of C or better in DAE168 or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

DAE172* **3 Credits**

Dental Materials

Identification and description of dental materials covered. Manipulation of restorative, impression, laboratory, and adjunct dental materials emphasized. Prerequisites: A grade of C or better in DAE168 or permission of Instructor.

DAE212 **2 Credits**

Dental Assisting III

Advanced dental assisting skills, with an emphasis in assisting for dental specialty procedures, including pediatrics, endodontics, periodontics, orthodontics, prosthodontics, and oral and maxillofacial surgery. Additional emphasis will be on expanded functions procedures performed by the dental assistant, as well as patient records management and pharmacology related to dental treatment procedures. Prerequisites: DAE156 or permission of Program Director.

DAE230* **2 Credits**

Clinical Dental Assisting I

Fundamental skills for clinical dental assisting. General dentistry office design, operation and maintenance of dental equipment, 4-handed delivery system, and dental instruments covered. New patient examination, prophylaxis, amalgam restoration, composite restoration, composite veneer, and tooth-whitening procedures. Placement of matrix band and wedge, and rubber dam. Role of dental assistant for patient procedures emphasized. Prerequisites: DAE172 or permission of Instructor.

DAE232* **2 Credits**

Clinical Dental Assisting II

Specialty and expanded skills for clinical dental assisting. Fixed prosthetics preparation and cementation, removable prosthetics, endodontics, periodontics, orthodontics, oral and maxillofacial surgeries. Placement of sealants, retraction cord, periodontal dressing, and provisional restorations. Removal of excess permanent cement. Prerequisites: DAE230 or permission of Instructor.

DAE240 **3 Credits**

Dental Radiographic Imaging

Dental radiographic imaging. Diagnostic value of radiographs, image geometry, exposure techniques, processing of intra-oral and extra-oral radiographs covered. X-ray production, exposure factors, and image characteristics emphasized. Identification of image defects and corrective measures. Biological effects of x-radiation, radiation safety, digitized radiography, infection control procedures, and legal implications also covered. Prerequisites: Admission to the Clinical Dental Assisting Program or permission of Department or Division.

DAE248* **1 Credit**

Clinical Dental Assistant Practicum

Clinical dental assisting skills performance in a clinical laboratory. Safe work practices, infection control, dental radiography, chairside assisting, expanded dental assisting skills, patient management, dental materials manipulation, and dental laboratory skills emphasized. Operation and maintenance of dental equipment also covered. Prerequisites: DAE240 or permission of Instructor.

DAE256 **1.5 Credits**

Dental Assisting IV

Advanced dental assisting sciences, with an emphasis in the recognition of oral pathologies, use of technology in dentistry, intermediate dental office management skills, and legal considerations for the practice of dentistry. Additional emphasis will be placed on coronal polishing and community oral health. Prerequisites: DAE212 or permission of Program Director.

DAE285 **2 Credits**

Clinical Dental Assisting Seminar

Overview of special topics in clinical dental assisting. Clinical internship evaluation included. Covers expanded functions, legal responsibilities and liabilities. One hundred (100) hours of designated work required. Prerequisites: None. Corequisites: DAE290.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

DAE290 **4 Credits**

Internship for Clinical Dental Assistants

Perform clinical dental assisting skills within a dental practice setting. Practice safety and infection control, clinical and expanded dental assisting, patient management, laboratory skills, business assisting, equipment operation, and maintenance. Operate within practice standards, and record and evaluate internship experience. Two hundred (200) hours of designated work required. Prerequisites: Permission of Program Director. Corequisites: DAE285.

Dental Hygiene Education (DHE)

DHE110 **3 Credits**

Pharmacology

Study of the principles of pharmacology and drugs affecting dental treatment. Topics include drug interactions, oral manifestations, drugs used in dentistry and complementary medicine. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE112 **3 Credits**

Oral Pathology

Identification, classification, etiology, and treatment of lesions of the oral mucosa and atypical conditions of the oral cavity and supporting structures. Understanding of abnormal conditions to recognize the parameters of comprehensive dental hygiene care. Multi-media resources are used extensively for identification of oral lesions. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE115 **2 Credits**

Emergency Medicine

Introduction to recording and interpreting medical history. Additional topics include: recognition of signs and symptoms of medical emergencies, procedures and techniques introduced to prevent emergencies and management of emergency situations in the dental environment. Prerequisites: Admission to the Dental Hygiene Program.

DHE117 **2 Credits**

Dental Radiography

Physics of radiography, theory of radiation production, exposure techniques, radiation protection, film processing, mounting, and interpretation of radiography. Course activities include multi-media resources. Prerequisites: Admission to the Dental Hygiene Program or permission of Instructor.

DHE119 **3 Credits**

Head and Neck Anatomy

Study of the structures of the head and neck relevant to dental hygiene. Topics include: osteology, musculature, blood supply, glandular tissue, cranial nerves and routes of infection. Course activities include use of skulls, models and multi-media resources. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE120 **6 Credits**

Pre-Clinical Dental Hygiene

Introduction to the dental hygiene profession and the process of care. Infection control, patient assessment, preventive treatment and dental hygiene instrumentation are practiced. Students are introduced to self assessment skills and quality improvement. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE121 **2 Credits**

Dental Anatomy, Embryology and Histology

Includes the histology and embryology of oral tissues; developmental disturbances of the face, oral cavity, and related structures; tooth composition and morphology; eruption patterns and occlusal evaluation. Use of skulls, models and multi-media resources also covered. Prerequisites: Admission to the Dental Hygiene Program.

DHE125 **1 Credit**

Dental Radiography Laboratory

Radiation safety and infection control procedures for operator and patient. Film placement, exposure, development, mounting and evaluation of dental radiographs. Operation and maintenance of X-ray and processing equipment. Interpretation of radiographic findings. Prerequisites or Corequisites: (DHE117 and admission to the Dental Hygiene Program) or permission of instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

DHE127 **3 Credits**

Prevention of Dental Disease

Introduction of preventive concepts to help clients achieve control of oral disease and injury. Topics include etiologic agents, caries process, nutrition, fluorides, sealants and patient/client motivation techniques. Multi-media resources used extensively. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE132 **3 Credits**

Dental Hygiene Theory I

Study of the dental hygiene process of care with emphasis on assessment, planning and implementation. Topics include instrumentation, adjunct dental hygiene services, instrument sharpening, computer technology, dental specialties and professional accountability. Prerequisites: (DHE120 and admission to the Dental Hygiene Program) or permission of instructor. Corequisites: DHE133.

DHE133 **3 Credits**

Dental Hygiene Clinic I

Application of the dental hygiene process of care with emphasis on assessment, planning, and implementation. Introduction to evaluation of dental hygiene therapy. Prerequisites: DHE120 and admission to the Dental Hygiene Program. Corequisites: DHE132 and current CPR card.

DHE201 **2 Credits**

Dental Materials

Composition, properties and criteria for use of dental materials. Principles of mixing techniques of restorative, preventive, and laboratory dental materials. Prerequisites: Admission to the Dental Hygiene Program or permission of Instructor. Corequisites: DHE202.

DHE202 **1 Credit**

Dental Materials Laboratory

Manipulate permanent and temporary restorative materials, impression material, dental waxes, cements, periodontal dressings, bases and liners. Fabricate mouth protectors, study models, and custom impression trays. Laboratory proficiency in margination of permanent restorative materials. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor. Corequisite: DHE201.

DHE212 **2 Credits**

Dental Hygiene Theory II

Study of the dental hygiene process of care with emphasis on comprehensive care planning, case presentation, and clinical decision making. Introduction to advanced periodontal instrumentation. Prerequisites: DHE132 and DHE133 and admission to the Dental Hygiene Program. Corequisites: DHE213.

DHE213 **5 Credits**

Dental Hygiene Clinic II

Application of the dental hygiene process of care with emphasis on comprehensive care planning, case presentation, clinical decision making, advanced instrumentation and improved time utilization. Prerequisites: DHE132 and DHE133 and admission to the Dental Hygiene Program. Corequisites: DHE212.

DHE219 **2 Credits**

Practice Management

Integration of practice management concepts and comprehensive quality patient care in preparation for future collaborative practice between dental hygienists and dentists. Students are challenged with practice situations including productivity, conflict management, ethical and legal issues. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE225 **3 Credits**

Periodontics

Principles of periodontology; etiology, microbiology, pathogensis, classification and characteristics of healthy and diseased periodontal tissues. Surgical treatment of periodontal disease and the effects of dental hygiene therapy, surgical techniques and maintenance therapy. Evaluation of the scientific literature and multi-media resources are used extensively. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE227 **1 Credit**

Dental Anesthesia

A comprehensive lecture and laboratory course providing concepts and techniques for the administration of local anesthetic agents and nitrous oxide. Experience gained in medical history review, record keeping, patient management and hands-on experience administering local anesthetics and nitrous oxide in a clinical setting. Prerequisites: DHE119 and current CPR certification.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

DHE229 **3 Credits**

Community Oral Health

An examination of methods used to assess the oral health status of the community and to plan, implement, finance and evaluate dental public health programs. Focus on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE232 **2 Credits**

Dental Hygiene Theory III

Study of the dental hygiene process of care with emphasis on the patient with special needs and advanced instrumentation. Students participate in field observations and present case documentations. Prerequisites: (DHE212 and DHE213), and admissions to the Dental Hygiene Program. Corequisites: DHE233.

DHE233 **5 Credits**

Dental Hygiene Clinic III

Application of the dental hygiene process of care with emphasis on diverse populations. Students prepare for clinical practice using self assessment, evaluation and critical thinking skills. Prerequisites: (DHE212 and DHE213), and admission to the Dental Hygiene Program. Corequisites: DHE232.

Early Childhood Education (ECH)

ECH128 **3 Credits**

Early Learning: Play and the Arts

Examines theory, research and practices relating to play and the creative arts in early childhood. Considers practical constraints and alternative perspectives. Prerequisites: None.

ECH176* **3 Credits**

Child Development

Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues. Prerequisites: None.

ECH190 **3 Credits**

Emergent Language and Literacy

Analyzing, assessing, and enhancing language and literacy development for the young child. Prerequisites: None.

ECH236 **1 Credit**

Learning Materials for Young Children

Design aspects of traditional early childhood play materials examined for teaching/learning potential. Includes design, production, and field-testing of teacher-made devices. Prerequisites: None.

ECH253 **3 Credits**

National Credential Portfolio Development

Portfolio or resource file development, completion, and presentation. Self-assessment and credentialing planning, professional development, writing, and critical learning included. Prerequisites: Permission of Program Director.

ECH270 **1 Credit**

Observing Young Children

Introduction to techniques of observing young children. Recording methods, interpretation and use of collected information including legal and ethical implications. Prerequisites: None.

ECH271 **1 Credit**

Arranging the Environment

Exploration of the influence of the environment on the behavior of young children. Indoor and outdoor spaces considered and analysis of environments practiced. Prerequisites: None.

ECH280 **1 Credit**

Food Experiences with Young Children

A discussion of the nutritional needs of young children and the cultural and social meanings of foods, feeding and eating. Includes planning and managing food experiences in home and group settings. Prerequisites: None.

ECH282 **1 Credit**

Discipline/Guidance of Child Groups

Exploration of techniques for guiding children in groups with focus on individual child and adult needs for a disciplined environment. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ECH287* **1 Credit**

Professional Development in Early Childhood Education

Emerging professionalism within the field of early childhood education. Consideration of job responsibilities, rewards, ethics and current issues facing practitioners. Includes assessment and career planning. Prerequisites: None.

Early Education (EED)

EED200 **3 Credits**

Foundations of Early Childhood Education

Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: None. Course Notes: EED200 requires a minimum of 30 hours of field experience in birth to age eight environments.

EED205 **3 Credits**

The Developing Child: Prenatal to Age Eight

Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Includes practical application and fieldwork experience. Prerequisites: None.

EED210 **3 Credits**

Creative and Cognitive Play

Benefits of play for children birth to 8 years of age. Inclusion of art, music, and movement used in all dimensions of play. Identify uses and roles in the development of children. Prerequisites: CFS/ECH176, or CFS235, or EED205.

EED212 **3 Credits**

Guidance, Management and the Environment

Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: None.

EED215 **3 Credits**

Early Learning: Health, Safety, Nutrition and Fitness

Consideration of public health issues and safety procedures within early childhood settings, serving young children birth to age eight. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes field experiences. Prerequisites: None.

EED220 **3 Credits**

Child, Family, Community and Culture

Examines family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: None.

EED222 **3 Credits**

Introduction to the Exceptional Young Child: Birth to Age Eight

Overview of the exceptional learner (birth - age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes field experience. Prerequisites: None.

EED245 **3 Credits**

Early Learning: Language Acquisition and Literacy Development

Overview of language acquisition and development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children's books. Prerequisites: None.

EED255 **3 Credits**

Portfolio Development and Writing for the Profession

Portfolio development, completion, and presentation. Self-assessment and educational short-term and long-term planning, professional development, writing and critical learning included. Prerequisites: Completion of twelve (12) credit hours of EED coursework and permission of Program Coordinator.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EED260 **1 Credit**

Early Childhood Infant/Toddler Internship

Work experience with infants and toddlers in early care and education settings. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: EED260 may be repeated for a total of six (6) credit hours.

EED261 **1 Credit**

Early Childhood Preschool Internship

Work experience with preschoolers in early care and education settings. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: EED261 may be repeated for a total of six (6) credit hours.

EED270 **3 Credits**

Early Learning Development: Birth to Age Eight

Teaching and early learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to early learning for the young child, birth to age eight. Prerequisites: CFS/ECH176, or CFS205, or CFS235, or EED205, or permission of instructor.

EED272 **3 Credits**

Early Childhood Educational Psychology

Focus on the study and application of psychological principles, theories, and methodologies related to early childhood teaching and learning. Emphasis on early childhood developmental, learning, and motivational theories. Current trends also covered. Prerequisites: None.

EED277 **3 Credits**

Early Learning Curriculum and Instruction: Language Arts, Social Studies, Art, Music and Movement

Overview and practical application of teaching language arts, social studies, art, music and movement to typical and atypical toddlers, preschoolers, and students K-3. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of National Association for the Education of Young Children Standards, Early Learning Standards, Arizona Academic Standards (K-3), and State Board of Education Professional Teaching Standards. Prerequisites: CFS/ECH176 or EED205. Cuorse Notes: EED277 requires an approved field experience.

EED278 **3 Credits**

Early Learning: Curriculum and Instruction – Birth/Preschool

Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through five years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes field experience. Prerequisites: EED200.

EED280 **3 Credits**

Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight

Standards, observation, and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children (birth to age eight). Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: CFS/ECH176, or CFS235, or EED205.

Early Education Professions (EEP)

EEP218 **1 Credit**

Early Learning: Health and Nutrition

Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well- being in young children. Includes field experiences. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

EEP224 **3 Credits**

Child Development: Prenatal to Age Eight

Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in typical and atypical young children. Includes practical application and fieldwork experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EEP240 **3 Credits**

Early Childhood Foundations

Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Includes field experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP242 **3 Credits**

Early Childhood Guidance and Management

Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of typical and atypical young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP244 **3 Credits**

Early Childhood Introduction to the Exceptional Young Child

Overview of the exceptional learner (birth to age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes field experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP246 **3 Credits**

Early Childhood Culture, Community, Family and the Child

Examines family, community, and cultural influences on development of the young child birth to third grade. Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP250 **3 Credits**

Early Childhood Language and Literacy Development

Overview of language development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children`s books. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP255 **3 Credits**

Portfolio Development

Portfolio development, completion, and presentation. Self-assessment and educational short-term and long-term planning, professional development, writing and critical learning included. Prerequisites: Completion of twelve (12) credit hours of EEP coursework and permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EEP260 **3 Credits**

Early Childhood Curriculum and Methods of Math - Birth to Age Eight

Overview and practical application of teaching math concepts to toddlers, preschoolers, and students Kindergarten through third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards (K-3), State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP260 requires an approved school-based practicum.

EEP262 **2 Credits**

Early Childhood Curriculum and Methods of Science - Birth to Age Eight

Overview and practical application of teaching science concepts to toddlers, preschoolers, and students Kindergarten and third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards K-3, State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP262 requires an approved field experience.

EEP264 **1 Credit**

Early Childhood Curriculum and Methods of Social Studies - Birth to Age Eight

Overview and practical application of teaching social studies to toddlers, preschoolers, and students K-3. Covers teaching strategies, learning environments, and teaching resources. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards Kindergarten through third grade (K-3). Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP264 requires an approved field experience.

EEP266 **1 Credit**

Early Childhood Curriculum and Methods in Language Arts - Birth to Age Eight

Overview and practical application of teaching Language Arts concepts to toddlers, preschoolers, and students in Kindergarten through third grade (K-3). Covers communication skills of reading, writing, listening and speaking, interpreting visual messages and creating visual messages. Emphasis on overview and practical application of Early Learning Standards, Arizona Language Arts Standards (K-3), and State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

EEP268 **1 Credit**

Early Childhood Curriculum and Methods in The Arts - Birth to Age Eight

Exploration of fine arts integration, birth to age 8, in early childhood settings. Focus on the impact on life-long learning and education goal achievement when curriculum includes fine arts. Arizona art standards of dance, visual, theater and music also covered. Prerequisites: Baccalaureate Degree and formal admission to a post-baccalaureate early childhood teacher preparation program.

EEP276 **3 Credits**

Standards, Observation and Assessment of Typical and Atypical Behaviors Birth to Age Eight

Observation and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children birth to age eight. Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: EEP260, EEP262, EEP264, EEP266, EEP268 and Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EEP279 **4 Credits**

Early Childhood Elementary Methods: K-3

Overview and practical application of teaching elementary science, math and social studies. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a post-baccalaureate early childhood teacher preparation program. Course Notes: EEP279 requires an approved field experience.

EEP282 **4 Credits**

Foundations, Guidance, and Management in the Early Childhood Environment

Overview of early childhood education in American society, including current issues and responsibilities. Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age five. Includes field experience. Prerequisites: Baccalaureate Degree from a regionally accredited institution.

EEP285 **4 Credits**

Curriculum, Instruction, Standards, Observation and Assessment in Early Education

Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through eight years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes overview and practical application of Early Learning Standards, Arizona Academic Standards (K-3), observation techniques and assessment methodologies. Includes field experience. Prerequisites: EEP282, EEP283, and EEP284.

EEP288 **4 Credits**

Student Teaching Lab - Early Childhood

Supervised (K-3) student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276) and permission of Department or Division.

EEP289 **4 Credits**

Internship: Early Childhood Infant, Toddler, Preschool

Supervised field experience with infants, toddlers and/or preschoolers in early care and education settings. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program and (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276) and permission of Department or Division.

EEP290 **4 Credits**

Early Learning Environment: Foundations, Guidance and Management

Overview of early childhood education in American society, including current issues and responsibilities. Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age five. Includes field experience. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

EEP291 **4 Credits**

Early Learning: Development and the Exceptional Young Child

Teaching and early learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to early learning. Includes overview of the exceptional learner (birth - age 5), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Includes field experience. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Economics (ECN)

ECN211 SUN# ECN2201 **3 Credits**

Macroeconomic Principles

A descriptive analysis of the structure and functioning of the American economy. Emphasis on basic economic institutions and factors that determine national income and employment levels. Consideration given to the macroeconomic topics of national income, unemployment, inflation and monetary and fiscal policies. Prerequisites: None.

ECN212 SUN# ECN2202 **3 Credits**

Microeconomic Principles

Microeconomics analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes non-competitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None.

Education (EDU)

EDU204 **3 Credits**

Fine Arts in Educational Settings

Exploration of fine arts integration in the K-12 classroom setting. Focus on the impact of life-long learning and education goal achievement when curriculum includes fine arts. Arizona art standards of dance, visual, theatre and music also covered. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

EDU207 **3 Credits**

Teaching Adolescents

Focuses on understanding adolescents' development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU207 requires an approved field experience.

EDU208 **1 Credit**

Introduction to Structured English Immersion

Emphasis on understanding English Language Learners (ELL) in the mainstream classroom. Brief history, culture, theory, methods, and an introduction to both the English Language Proficiency (ELP) standards and the state-mandated English language proficiency assessment test covered. Includes review of alternative methods of assessment. Prerequisites: None.

EDU209AA **3 Credits**

Teaching Students with Emotional Disabilities

Investigation into the characteristics of and teaching strategies for students with emotional disabilities. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AA requires an approved field experience.

EDU209AB **3 Credits**

Teaching Students with Learning Disabilities

Investigation into the characteristics of and teaching strategies for students with learning disabilities. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AB requires an approved field experience.

EDU209AC **3 Credits**

Teaching Students with Mild and Moderate Intellectual Disabilities

Investigation into the characteristics of and teaching strategies for students with mild and moderate intellectual development disability. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AC requires an approved field experience.

EDU209AD **3 Credits**

Teaching Students with Physical and Other Health Impairments

Investigation into the characteristics of and teaching strategies for students with physical and other health impairments. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AD requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU209AF **3 Credits**

Assessment and Eligibility of Exceptional Learners

A basic overview of eligibility requirements for special services of students with disabilities, as well as investigation into the concepts, laws, issues, and procedures that relate to the formal and informal assessment of students with disabilities. Covers educational achievement tests and standardized diagnostic tests for students with disabilities as well as intelligence and adaptive behavior measurements. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU219. Course Notes: EDU209AF requires an approved field experience.

EDU215 **1 Credit**

Methods and Curriculum Development in Secondary Education

Overview and practical application of teaching methodology and curriculum development for secondary education teachers. Teaching strategies, curriculum design, lesson objectives, time management skills, teaching resources and student assessments covered. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: Upon completion of EDU215, students are required to enroll in one of the following courses: EDU215AA or EDU215AB or EDU215AC or EDU215AD or EDU215AE.

EDU215AA **2 Credits**

Methods and Curriculum Development in Secondary Social Studies

Overview and practical application of social studies teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal acceptance of formal application into an undergraduate teacher preparation program or permission of Department or Division. Prerequisites or Corequisites: EDU215. Course Notes: EDU215AA requires an approved field experience.

EDU215AB **2 Credits**

Methods and Curriculum Development in Secondary Mathematics

Overview and practical application of mathematics teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215. Course Notes: EDU215AB requires an approved field experience.

EDU215AC **2 Credits**

Methods and Curriculum Development in Secondary Science

Overview and practical application of science teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215. Course Notes: EDU215AC requires an approved field experience.

EDU215AD **2 Credits**

Methods and Curriculum Development in Secondary English

Overview and practical application of English teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215. Course Notes: EDU215AD requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU215AE **2 Credits**

Methods and Curriculum Development in Secondary Education - Special Topics

Overview and practical application of teaching methodology and curriculum development for secondary teachers in special topics such as Music, Theater, Art, Economics, Foreign Languages, Computers, PE, etc. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215. Course Notes: EDU215AE requires an approved field experience.

EDU217 **3 Credits**

Methods for the Structured English Immersion (SEI)/ESL Student

Methods of planning, developing, and analyzing lesson plans in all content areas to meet English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development and evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state-mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU220 or EPD220 or EDU225). Course Notes: EDU217 requires an approved field experience. EDU217 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education. Designed for undergraduate students.

EDU219 **3 Credits**

Special Education Techniques and Methods

School-based experiences relating to the understanding of and teaching strategies for exceptional learners with mild/moderate mental retardation, learning disabilities, emotional disabilities, physical disabilities and/or other health related impairments. Provides opportunities for students to apply learning in the classroom. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU209AA, EDU209AB, EDU209AC and EDU209AD) and EDU222. Course Notes: EDU219 requires an approved field experience.

EDU220 **3 Credits**

Introduction to Serving English Language Learners (ELL)

Rationale for and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Prerequisites: None. Course Notes: Approved school-based practicum is required. EDU220 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

EDU221 **3 Credits**

Introduction to Education

Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None. Course Notes: EDU221 requires a minimum of 30 hours of field experience in elementary or secondary classroom environment.

EDU222 **3 Credits**

Introduction to the Exceptional Learner

Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, intellectually disabled, and gifted students. Prerequisites: None. Course Notes: EDU222 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU223AA **3 Credits**

Emotional Disabilities in the Classroom

Investigation into the characteristics of and teaching strategies for students with emotional disabilities. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with emotional disabilities. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AA requires an approved field experience.

EDU223AB **3 Credits**

Learning Disabilities in the Classroom

Investigation into the characteristics of and teaching strategies for students with learning disabilities. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with learning disabilities. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AB requires an approved field experience.

EDU223AC **3 Credits**

Mild and Moderate Intellectual Disability in the Classroom

Investigation into the characteristics of and teaching strategies for students with mild and moderate intellectual disability. Emphasis on Professional Teaching Standards. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AC requires an approved field experience.

EDU223AD **3 Credits**

Physical and Other Health Impairments in the Classroom

Investigation into the characteristics of and teaching strategies for students with physical and other health impairments. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with physical and other health impairments. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AD requires an approved field experience.

EDU223AF **3 Credits**

Assessment and Eligibility in Special Education

A basic overview of eligibility requirements for special services of students with disabilities, as well as investigation into the concepts, laws, issues, and procedures that relate to the formal and informal assessment of students with disabilities. Covers educational achievement tests and standardized diagnostic tests for students with disabilities as well as intelligence and adaptive behavior measurements. Includes current research findings related to assessing students with special needs. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and EDU226. Course Notes: EDU223AF requires an approved field experience.

EDU224 **3 Credits**

Brain Development and Learning

Teaching and learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to learning. Emphasis on current neuroscientific brain research and how it impacts teaching practice in preK-12 classrooms. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

EDU226 **3 Credits**

Methods in Special Education

School-based experiences relating to the understanding of and teaching strategies for exceptional learners with mild/moderate intellectual developmental disability, learning disabilities, emotional disabilities, physical disabilities and/or other health related impairments. Provides opportunities for students to apply learning in the classroom. Includes current research findings related to the application and learning in Special Education methods. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and EDU222 and (EDU223AA, EDU223AB, EDU223AC, and EDU223AD). Course Notes: EDU226 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU227 **3 Credits**

Social Studies Techniques and Methods

Overview of teaching elementary social studies. Topics include lesson plans preparation, teaching strategies, assessments, classroom management techniques and teaching resources. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU227 requires an approved field experience.

EDU228AA **3 Credits**

Reading and Decoding: Elementary

Focus on the theories, methods and models of the teaching and learning processes of reading in the elementary grades. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division. Course Notes: EDU228AA requires an approved field experience. EDU228AA is intended for students in an undergraduate partnership program.

EDU228AB **3 Credits**

Reading and Decoding: Secondary

Focus on the theories, methods and models of teaching literacy and decoding in the content areas of secondary grades. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU228AB is intended for students in an undergraduate partnership program.

EDU228AC **3 Credits**

Reading and Decoding: Phonics Based

Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis on methods mandated by Arizona legislation. Covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division. Course Notes: EDU228AC requires an approved field experience. EDU228AC is intended for students in an undergraduate partnership program.

EDU229 **3 Credits**

Science Techniques and Methods

Overview and practical application of teaching elementary science. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU229 requires an approved field experience.

EDU230 **3 Credits**

Cultural Diversity in Education

Examination of the relationship of cultural values to the formation of self-concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on teacher preparation (preservice and/or inservice) to offer an equal educational opportunity to students of all cultural groups. Prerequisites: None.

EDU231 **3 Credits**

Mathematics Techniques and Methods

Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, Professional Teaching Standards, and National Council of Teachers of Mathematics Standards also covered. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU231 requires an approved field experience.

EDU232 **3 Credits**

Serving K-12 English Language Learners (ELL)

Rationale and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Includes current research findings related to teaching English language learners. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU232 requires an approved field experience. EDU232 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU234 **2 Credits**

Role and Function of the Paraprofessional

Overview and understanding of the role and responsibilities of the Paraprofessional K-12 classroom. Covers appropriate strategies related to student interaction and communication, tutoring techniques, and leadership role in the classroom. Recognition of children with special needs and delivery of teacher identified support also included. Prerequisites: None.

EDU235 **3 Credits**

The Exceptional Learner

Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Includes current research findings related to teaching exceptional learners. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU235 requires an approved field experience.

EDU241 **2 Credits**

Special Education: Language Development and Disorders

Language development and language acquisition of typical children and children with disabilities. Includes language characteristics of children with a variety of disabilities and the creation of enhanced learning experiences in the classroom. Covers the referral process, as well as augmentative and alternative communication tools. Also compares Language Disorders and Language Differences. Prerequisites: Formal admission to an undergraduate teacher preparation program or permission of Department or Division.

EDU242 **2 Credits**

Language Developmental and Disorders

Language development and language acquisition of typical children and children with disabilities. Includes language characteristics of children with a variety of disabilities and the creation of enhanced learning experiences in the classroom. Covers the referral process, as well as augmentative and alternative communication tools. Also compares Language Disorders and Language Differences. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU243 **1 Credit**

Effective Collaboration and Communication Practices in Special Education

Principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for individuals with exceptionalities and their families. Includes critical interpersonal communication strategies and tools for working with diverse groups of people in addition to the benefits of collaboration as well as the challenges that educators currently face. Prerequisites: Formal admission to an undergraduate teacher preparation program or permission of Department or Division.

EDU244 **1 Credit**

Special Education Collaboration and Communication Practices

Principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for individuals with exceptionalities and their families. Includes critical interpersonal communication strategies and tools for working with diverse groups of people in addition to the benefits of collaboration as well as the challenges that educators currently face. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU250 **3 Credits**

Teaching and Learning in the Community College

The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.

EDU251 **3 Credits**

Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)

Methods of planning, developing, and analyzing lesson plans in all content areas using English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development/evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Includes current research findings related to teaching English language learners. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU220 or EPD220 or EDU225 or permission of Department or Division). Course Notes: EDU251 requires an approved field experience. EDU251 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education.

EDU253 **3 Credits**

Analyzing Behavior and Managing the Classroom

Analyzing behavior and classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles covered. Professional Teaching Standards emphasized. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division. Course Notes: EDU253 requires an approved field experience. EDU253 is intended for students in an undergraduate partnership university transfer to a Bachelor of Education.

EDU255AB **4 Credits**

Intern Certificate Student Teaching Lab – Elementary Education

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AA and a minimum of 50% successful completion of all designated, required course work.

EDU255AC **2 Credits**

Intern Certificate Student Teaching Lab – Elementary Education I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EDU255AD **2 Credits**

Intern Certificate Student Teaching Lab – Elementary Education II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AC and a minimum of 25% successful completion of all designated, required course work.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU255AE **2 Credits**

Intern Certificate Student Teaching Lab – Elementary Education III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AD and a minimum of 50% successful completion of all designated, required course work.

EDU255AF **2 Credits**

Intern Certificate Student Teaching Lab – Elementary Education IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AE and a minimum of 75% successful completion of all designated, required course work.

EDU256AB **4 Credits**

Intern Certificate Student Teaching Lab – Secondary Education

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AA and a minimum of 50% successful completion of all designated, required course work.

EDU256AC **2 Credits**

Intern Certificate Student Teaching Lab – Secondary Education I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EDU256AD **2 Credits**

Intern Certificate Student Teaching Lab – Secondary Education II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AC and a minimum of 25% successful completion of all designated, required course work.

EDU256AE **2 Credits**

Intern Certificate Student Teaching Lab – Secondary Education III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AD and a minimum of 50% successful completion of all designated, required course work.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU256AF **2 Credits**

Intern Certificate Student Teaching Lab – Secondary Education IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AE and a minimum of 75% successful completion of all designated, required course work.

EDU257AB **4 Credits**

Intern Certificate Student Teaching Lab – Special Education

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AA and a minimum of 50% successful completion of all designated, required course work.

EDU257AC **2 Credits**

Intern Certificate Student Teaching Lab – Special Education I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EDU257AD **2 Credits**

Intern Certificate Student Teaching Lab – Special Education II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AC and a minimum of 25% successful completion of all designated, required course work.

EDU257AE **2 Credits**

Intern Certificate Student Teaching Lab – Special Education III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AD and a minimum of 50% successful completion of all designated, required course work.

EDU257AF **2 Credits**

Intern Certificate Student Teaching Lab – Special Education IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AE and a minimum of 75% successful completion of all designated, required course work.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU260AA **4 Credits**

Art Methods and Curriculum Development for Elementary

Overview and practical application of teaching elementary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU260AA requires an approved field experience.

EDU260AB **4 Credits**

Art Methods and Curriculum Development for Secondary

Overview and practical application of teaching secondary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU260AB requires an approved field experience.

EDU261AA **4 Credits**

Dance Methods and Curriculum Development for Elementary

Overview and practical application of teaching elementary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU261AA requires an approved field experience.

EDU261AB **4 Credits**

Dance Methods and Curriculum Development for Secondary

Overview and practical application of teaching secondary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU261AB requires an approved field experience.

EDU262AA **4 Credits**

Dramatic Arts Methods and Curriculum Development for Elementary

Overview and practical application of teaching elementary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU262AA requires an approved field experience.

EDU262AB **4 Credits**

Dramatic Arts Methods and Curriculum Development for Secondary

Overview and practical application of teaching secondary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU262AB requires an approved field experience.

EDU263AA **4 Credits**

Music Methods and Curriculum Development for Elementary

Overview and practical application of teaching elementary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU263AA requires an approved field experience.

EDU263AB **4 Credits**

Music Methods and Curriculum Development for Secondary

Overview and practical application of teaching secondary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU263AB requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU268 **2 Credits**

Secondary School Dynamic Instruction

Overview and practical application of teaching methodology for secondary education teachers. Teaching strategies for direct instruction, cooperative learning, problem-based instruction and experiential learning covered. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215. Course Notes: EDU268 requires an approved field experience.

EDU270 **3 Credits**

Learning and the Brain

Teaching and learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to learning. Emphasis on current neuroscientific brain research and how it impacts teaching practice in preK-12 classrooms. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU270AA **3 Credits**

Elementary Reading and Decoding

Focus on the theories, methods and models of the teaching and learning processes of reading in the elementary grades. Includes current research findings related to methods of teaching reading in the elementary school setting. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU270AB **3 Credits**

Secondary Reading and Decoding

Focus on the theories, methods and models of the teaching literacy and decoding in the content areas of secondary grades. Prerequisites: Baccalaureate Degree and formal admission to a state approved Post Baccalaureate teacher preparation program.

EDU271 **3 Credits**

Phonics Based Reading and Decoding

Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Covers the history of written language, alphabetic reading, and writing systems, and implementation of effective methods for reading instruction. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU271 requires an approved field experience.

EDU272 **3 Credits**

Educational Psychology

Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Current trends also covered. Prerequisites: PBaccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program and (PSY101 or permission of Instructor) or permission of Department or Division.

EDU274 **3 Credits**

Understanding Adolescent Behavior in the Classroom

Focuses on understanding adolescents' development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Includes current research findings related to adolescents. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU274 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU276 **3 Credits**

Classroom Management and Behavior Analysis

Classroom management techniques, and behavior analysis. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles covered. Professional Teaching Standards emphasized. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU276 requires an approved field experience.

EDU277AA **8 Credits**

Elementary Student Teaching

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU217, EDU227, EDU229, EDU231, EDU285AB and EDU287AB) and permission of Department or Division.

EDU277AB **8 Credits**

Secondary Student Teaching

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU207, EDU215, EDU217, EDU285AB and EDU287AB) and permission of Department or Division.

EDU277AC **8 Credits**

Special Education: Cross-Categorical Student Teaching

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU209AF, EDU219, EDU231, EDU285AB and EDU287AB) and permission of Department or Division.

EDU278 **3 Credits**

Educational Assessment and Evaluation

Examination of assessing student performance. Assessment criteria and development of various types of assessment covered. Instructor developed assessments emphasized. Standardized, norm-referenced and criterion-referenced tests also included. Arizona State Board of Education Professional Teaching Standards emphasized. Prerequisites: EDU272.

EDU282AC* **3 Credits**

Service-Learning Experience in Education

Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: EDU282AC may be repeated for a total of six (6) credit hours. Standard grading available according to procedures outlined in catalog.

EDU284 **2 Credits**

Dynamic Teaching in the Secondary School

Overview and practical application of teaching methodology for secondary education teachers. Teaching strategies for direct instruction, cooperative learning, problem-based instruction and experiential learning covered. Professional Teaching Standards emphasized. Includes current research findings related to secondary education teaching methods. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU284 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU285 **2 Credits**

Education Seminar

Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Permission of Department or Division. Course Notes: EDU285 may be repeated for a total of six (6) credit hours.

EDU285AA **1 Credit**

Education Program Seminar

Overview of the teacher education program model, Teaching Standards and the Educator Assessments. Educational program policies and procedures emphasized. Includes basic skills assessment and fingerprinting regulations. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU285AB **1 Credit**

Current Perspectives in Education

Focus on the importance of standards and their relationship to teaching and learning. Instructional design tools for standard based activities and their application in the classroom emphasized. Includes instructional design, resource management, and assessment rubrics. Educational program policies and procedures also covered. Prerequisites: Formal admission to an undergraduate teacher preparation program.

EDU285AC **1 Credit**

Education Perspectives

Focus on the importance of standards and their relationship to teaching and learning. Instructional design tools for standard based activities and their application in the classroom emphasized. Includes instructional design, resource management, and assessment rubrics. Prerequisites: Baccalaureate degree and formal admission to a state approved post baccalaureate teacher preparation program.

EDU285AD **1 Credit**

Seminar: Education Program Model

Overview of the teacher education program model, professional teaching standards, and teacher certification exams. Educational program policies and procedures emphasized. Includes basic skills assessment and fingerprinting regulations. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

EDU287AA **1 Credit**

Master Teacher Seminar I

Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU287AB **1 Credit**

Master Teacher Seminar II

Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU287AB may be repeated for a total of four (4) credit hours.

EDU287AC **1 Credit**

Master Teacher Seminar III

Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Baccalaureate degree and formal admission to a state approved post baccalaureate teacher preparation program. Course Notes: May be repeated for a total of four (4) credit hours.

EDU287AD **1 Credit**

Master Teacher Seminar IV

Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

EDU288AA **8 Credits**

Student Teaching Lab - Elementary

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU251 and permission of Department or Division).

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU288AB **8 Credits**

Student Teaching Lab - Secondary

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU251 and permission of Department or Division.)

EDU288AC **8 Credits**

Special Education: Cross-Categorical - Lab

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU223AA, EDU223AB, EDU223AC, EDU223AD, EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EDU289 **1 Credit**

Secondary Methods and Curriculum Development

Overview and practical application of teaching methodology and curriculum development for secondary education teachers. Teaching strategies, curriculum design, lesson objectives, time management skills, teaching resources and student assessments covered. Professional Teaching Standards emphasized. Includes current research findings related to secondary education methods and curriculum development. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: Upon completion of EDU289, students are required to enroll in one of the following courses: EDU289AA or EDU289AB or EDU289AC or EDU289AD or EDU289AE or EDU289AF.

EDU289AA **2 Credits**

Secondary Social Studies Methods and Curriculum Development

Overview and practical application of social studies teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary social studies content. Approved school-based practicum required. Prerequisites: Prerequisites: Baccalaureate Degree and acceptance of formal application into a state approved post-baccalaureate teacher preparation program or permission of Department or Division. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AA requires an approved school-based field experience.

EDU289AB **2 Credits**

Secondary Mathematics Methods and Curriculum Development

Overview and practical application of mathematics teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary mathematics content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AB requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU289AC **2 Credits**

Secondary Science Methods and Curriculum Development

Overview and practical application of science teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary science content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AC requires an approved field experience.

EDU289AD **2 Credits**

Secondary English Methods and Curriculum Development

Overview and practical application of English teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary English content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AD requires an approved field experience.

EDU289AE **2 Credits**

Secondary Methods and Curriculum Development in Special Topics

Overview and practical application of teaching methodology and curriculum development for secondary teachers in special topics such as Music, Theater, Art, Economics, Foreign Languages, Computers, PE, etc. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to specific content teaching areas in Secondary Education. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AE requires an approved field experience.

EDU290 **3 Credits**

Science Methods and Curriculum Development

Overview and practical application of teaching elementary science. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Professional Teaching Standards. Includes current research findings related to the application and learning of elementary science content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU290 requires an approved field experience.

EDU291 **3 Credits**

Children's Literature

Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDU293 **3 Credits**

Mathematics Methods and Curriculum Development

Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, Professional Teaching Standards and National Council of Teachers of Mathematics Standards also covered. Includes current research findings related to the application and learning of elementary mathematics content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU293 requires an approved field experience.

EDU295 **3 Credits**

Social Studies Methods and Curriculum Development

Overview of teaching elementary social studies. Topics include lesson plans preparation, teaching strategies, assessments, classroom management techniques and teaching resources. Emphasis on Professional Teaching Standards. Includes current research findings related to the application and learning of elementary social studies content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU295 requires an approved field experience.

Education Field Experiences (EFE)

EFE201 **0.5 Credit**

Family Engagement Specialist

Focus on the practical application for the Family Engagement Specialist role in K-12 schools. Includes responsibilities, skills, and relationship development as well as needs identification, goal setting, and professional development planning. Prerequisites: None.

EFE202 **0.5 Credit**

Family Engagement Specialist: Parent Education

Focus on the practical application for the Family Engagement Specialist role in K-12 schools. Emphasis on parent engagement and current research. Prerequisites: None.

EFE203 **0.5 Credit**

Family Engagement Specialist: Adolescent Behavior

Focus on the exploration of adolescent development as it applies to parenting and parent/K-12 school partnerships for the Family Engagement Specialist. Includes parenting styles and home structures. Prerequisites: None.

EFE204 **0.5 Credit**

Family Engagement Specialist: Written Communication

Overview and practical application of written K-12 school communication for the Family Engagement Specialist. Includes systemic school methods of communication. Prerequisites: None.

EFE205 **0.5 Credit**

Family Engagement Specialist: Cultural Diversity

Emphasis on liaison strategies for creating climates of inclusion for the Family Engagement Specialist. Includes support system development and creation of an individual K-12 student achievement plan. Prerequisites: None.

EFE206 **0.5 Credit**

Family Engagement Specialist: Public Speaking

Development of presentation skills for the Family Engagement Specialist. Includes strategies to assist in the delivery of effective workshop trainings and presentations for K-12 school and family learning. Prerequisites: None.

EFE207 **0.5 Credit**

Family Engagement Specialist: Introduction to Education

Overview of federal legislation that influence K-12 school, family, and community partnerships. Focus on Title I legislation. Prerequisites: None.

EFE208 **0.5 Credit**

Family Engagement Specialist: Leadership

Practical on-site experience for the Family Engagement Specialist in a K-12 school environment working with parents. Includes self-evaluation of skills and techniques necessary to engage parents in their role as child's first teacher. Overview of various levels of leadership also covered. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE232 **8 Credits**

Mild-Moderate Disabilities Student Teaching

Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU209AF and EDU231) and permission of Department or Division.

EFE260 **12 Credits**

Student Teaching Lab K-12 - Art

Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state-approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE260AC **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Art Education I

Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE260AD **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Art Education II

Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE260AE **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Art Education III

Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE260AF **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Art Education IV

Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AE, and a minimum of 75% successful completion of all designated, required coursework.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE261 **12 Credits**

Student Teaching Lab K-12 - Dance

Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE261AC **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Dance Education I

Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE261AD **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Dance Education II

Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE261AE **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Dance Education III

Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE261AF **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Dance Education IV

Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE262 **12 Credits**

Student Teaching Lab K-12 - Drama

Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE262AC **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Drama Education I

Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE262AD **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Drama Education II

Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE262AE **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Drama Education III

Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE262AF **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Drama Education IV

Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE263 **12 Credits**

Student Teaching Lab K-12 - Music

Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE263AC **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Music Education I

Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE263AD **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Music Education II

Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE263AE **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Music Education III

Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE263AF **3 Credits**

Intern Certificate Student Teaching Lab K-12 - Music Education IV

Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE285 **8 Credits**

Student Teaching Lab: Special Education Learning Disabilities

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE285AC **2 Credits**

Student Teaching Lab: Special Education Learning Disabilities I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE285AD **2 Credits**

Student Teaching Lab: Special Education Learning Disabilities II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AC, and a minimum of 25% successful completion of all designated, required coursework.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE285AE **2 Credits**

Student Teaching Lab: Special Education Learning Disabilities III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE285AF **2 Credits**

Student Teaching Lab: Special Education Learning Disabilities IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE286 **8 Credits**

Student Teaching Lab: Special Education Mental Retardation

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE286AC **2 Credits**

Student Teaching Lab: Special Education Mental Retardation I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE286AD **2 Credits**

Student Teaching Lab: Special Education Mental Retardation II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE286AE **2 Credits**

Student Teaching Lab: Special Education Mental Retardation III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AD, and a minimum of 50% successful completion of all designated, required coursework.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE286AF **2 Credits**

Student Teaching Lab: Special Education Mental Retardation IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE287 **8 Credits**

Student Teaching Lab: Special Education Emotional Disabilities

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE287AC **2 Credits**

Student Teaching Lab: Special Education Emotional Disabilities I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE287AD **2 Credits**

Student Teaching Lab: Special Education Emotional Disabilities II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE287AE **2 Credits**

Student Teaching Lab: Special Education Emotional Disabilities III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE287AF **2 Credits**

Student Teaching Lab: Special Education Emotional Disabilities IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AE, and a minimum of 75% successful completion of all designated, required coursework.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE288 **8 Credits**

Student Teaching Lab: Special Education Orthopedic Impairment

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE288AC **2 Credits**

Student Teaching Lab: Special Education Orthopedic Impairment I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE288AD **2 Credits**

Student Teaching Lab: Special Education Orthopedic Impairment II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE288AE **2 Credits**

Student Teaching Lab: Special Education Orthopedic Impairment III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE288AF **2 Credits**

Student Teaching Lab: Special Education Orthopedic Impairment IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE289 **8 Credits**

Student Teaching Lab: Special Education Health and Other Impairments

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE289AC **2 Credits**

Student Teaching Lab: Special Education Health and Other Impairments I

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE289AD **2 Credits**

Student Teaching Lab: Special Education Health and Other Impairments II

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE289AE **2 Credits**

Student Teaching Lab: Special Education Health and Other Impairments III

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE289AF **2 Credits**

Student Teaching Lab: Special Education Health and Other Impairments IV

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE291 **8 Credits**

Special Education: Mild-Moderate Student Teaching

Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

EFE291AC **2 Credits**

Special Education: Mild-Moderate Student Teaching I

Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EFE291AD **2 Credits**

Special Education: Mild-Moderate Student Teaching II

Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

EFE291AE **2 Credits**

Special Education: Mild-Moderate Student Teaching III

Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

EFE291AF **2 Credits**

Special Education: Mild-Moderate Student Teaching IV

Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

Education of Adult Learners (EDA)

EDA200 **3 Credits**

Adult Development

Exploration of adulthood. Includes research and theoretical approaches including physical, cognitive, social, and personality development. Examines the influences of age, gender, cohort, race/ethnicity, socioeconomic status, and culture. Prerequisites: None.

EDA220 **3 Credits**

Introduction to the Adult Learner

Provides an introduction to the field of adult education. Study of the adult as a learner, teaching-learning theories for adults, models and procedures for planning, designing, managing, and evaluating adult learning activities, and theories of motivation. Intended for practitioners who provide instruction to adults in a wide variety of workplace, community and lifelong learning arenas. Prerequisites: None.

EDA230 **3 Credits**

Curriculum Development in Adult Education

Study of the principles and techniques for development of curricula for adult education services and programs. Prerequisites: EDA220 or permission of Department or Division.

EDA240 **3 Credits**

Teaching Methods for Adult Learning

Study of teaching strategies responsive to learning preferences of the adult learner. Prerequisites: EDA220 and EDA230 or permission of Department or Division

EDA241 **1 Credit**

Coaching Across Generations

Overview of coaching across multiple generations. Examination of generation characteristics, motivations, attitudes, and learning styles. Communication techniques also covered. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EDA242 **2 Credits**

Introduction to Adults with Learning Disabilities

Overview of adult learners with learning disabilities. Topics include neurological disorders, central auditory processing, and visual deficiencies. Educational rights, characteristics, identification procedures, workplace concerns, and instructional practices also covered. Prerequisites: None.

EDA245 **3 Credits**

Introduction to Coaching: Theory to Practice

Introduction to coaching as a field of study. Exploration of the nature of the profession in addition to theories, skills, and issues relative to the profession. Prerequisites: None.

EDA246 **1 Credit**

Motivating Adult Learners

Overview of effective instruction as a consistent motivational process. Exploration of the influence of cultural relevance, adult learning styles, and intrinsic motivation on effective instruction. Also covers adult construction of knowledge. Prerequisites: None.

EDA250 **3 Credits**

Mentoring the Adult Learner

Practice of mentoring as a process to provide effective on-the-job support and guidance to foster personal and professional growth of adult learners. Analyze the role of a mentor and practice how to build trust, clarify communication, and provide supportive feedback during collaborative planning, observation, and reflection activities. Prerequisites: None.

EDA254 **1 Credit**

Assessment and Evaluation of Adult Learners

Examination of the assessment of adult learning. Includes assessment criteria and development of various types of assessments and evaluations. Prerequisites: EDA200 and EDA220.

EDA255 **1 Credit**

Ethical and Professional Principles

Examination of professional code of ethics for adult educators. Includes professional practices and standards for self, students, colleagues, community, and society. Prerequisites: None

EDA260 **1 Credit**

Coaching Practicum

Application of knowledge and skills in an applied coaching setting with supervision. Prerequisites: (CFS204, CFS205, EDA240, EDA245, EDA246, and EDA250) or permission of Department or Division. Course Notes: EDA260 includes 30 hours of directed and supervised coaching experience.

EDA265 **1 Credit**

Adult Educator Practicum

Practical application of knowledge and skills in an applied instructional setting with supervision. Prerequisites: Permission of Department or Division. Course Notes: EDA265 includes 30 hours of directed and supervised instructional experience.

Education Professional Development (EPD)

EPD205 **3 Credits**

Science, Technology, Engineering, and Mathematics (STEM) Education

A basic introduction to Science, Technology, Engineering, and Mathematics (STEM) education in the United States. Emphasis on the understanding of state and national educational academic standards, the importance of the role of higher education in closing the achievement gap and effective strategies for improving teaching in the STEM disciplines. Includes examples of successful school programs along with practical applications for teachers in the classroom and the involvement of community colleges in the STEM Education landscape. Prerequisites: Must hold a Career or Technical Education (CTE), provisional or standard elementary, secondary or special education certificate, or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPD212AA **3 Credits**

Elementary Art Methods and Curriculum Development

Overview and practical application of teaching elementary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD212AA requires an approved field experience.

EPD212AB **3 Credits**

Secondary Art Methods and Curriculum Development

Overview and practical application of teaching secondary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD212AB requires an approved field experience.

EPD213AA **3 Credits**

Elementary Dance Methods and Curriculum Development

Overview and practical application of teaching elementary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD213AA requires an approved field experience.

EPD213AB **3 Credits**

Secondary Dance Methods and Curriculum Development

Overview and practical application of teaching secondary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD213AB requires an approved field experience.

EPD214AA **3 Credits**

Elementary Dramatic Arts Methods and Curriculum Development

Overview and practical application of teaching elementary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD214AA requires an approved field experience.

EPD214AB **3 Credits**

Secondary Dramatic Arts Methods and Curriculum Development

Overview and practical application of teaching secondary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD214AB requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPD215AA **3 Credits**

Elementary Music Methods and Curriculum Development

Overview and practical application of teaching elementary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD215AA requires an approved field experience.

EPD215AB **3 Credits**

Secondary Music Methods and Curriculum Development

Overview and practical application of teaching secondary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD215AB requires an approved field experience.

EPD216AA **3 Credits**

Elementary Physical Education Methods and Curriculum Development

Overview and practical application of teaching elementary physical education. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD216AA requires an approved field experience.

EPD216AB **3 Credits**

Secondary Physical Education Methods and Curriculum Development

Overview and practical application of teaching secondary physical education. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD216AB requires an approved field experience.

EPD220 **3 Credits**

Introduction to Serving the English Language Learner for Certified Teachers

Rationale for and current educational and legal issues for English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Prerequisites: Provisional or standard elementary or secondary or special or career and technical education teaching certificate or permission of Department or Division. Course Notes: Approved school-based practicum is required. EPD220 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

EPD224 **3 Credits**

Teaching in the Middle School

Overview of teaching in the middle school grades five through nine. Topics include characteristics of young adolescents, responsibilities of teaching teams, middle school curriculum, design and interdisciplinary versus integrated units of study. Classroom management techniques and effective teaching strategies also covered. Prerequisites: Must hold a provisional or standard elementary or secondary education teaching certificate.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPD233 **3 Credits**

Structured English Immersion and English as a Second Language Teaching Method for Certified Teachers

Methods of planning, developing, and analyzing lesson plans in all content areas using English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development/evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Prerequisites: Provisional or standard elementary or secondary or special education or career and technical education teaching certificate and (EDU220 or EPD220 or EDU225) or permission of Department or Division. Course Notes: Approved school-based practicum required. EPD233 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education.

EPD244 **3 Credits**

Reading and Writing in SEI/ESL/Bilingual Settings

Introduction to Structured English Immersion (SEI)/English as a Second Language (ESL) terminology, second language acquisition theories, and reading terminology. Teaching and assessment strategies as well as reading comprehension and writing skills covered. Prerequisites: Provisional or standard elementary, or secondary, or special education or career and technical education teaching certificate and (EDU220 or EPD220 or EDU225), or permission of Department or Division. Course Notes: EPD244 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

EPD246 **3 Credits**

Teaching and Assessment of English Language Learners (ELL)

Teaching and assessment of English Language Learners (ELL). Covers differentiated instruction, special education needs vs. language needs, learning environments in multilingual and multicultural classrooms, identification, exiting, and ongoing assessment of student learning. Legal issues and historical perspectives also covered. Linking assessment to instruction and the review of methods and techniques employed for language and academic assessment included. Standards emphasized. Prerequisites: (EDU220 or EPD220 or EDU225) and must hold a provisional or standard elementary, or secondary or special education or career and technical education teaching certificate or permission of Department or Division.

EPD247 **3 Credits**

Practicum for English as a Second Language (ESL) / Bilingual Teachers

Provides an opportunity to receive guided practical, on-site experience working with English Language Learners (ELL). Requires observations of ELL students in a variety of settings, evaluation of teaching techniques, and critical review of academic standards as they relate to English as a Second Language (ESL) learners. Prerequisites: (EDU220 or EPD220 or EDU225) and EDU230 and ENG213 and (EDU233 or EPD233 or EPD241), and provisional or standard elementary, or secondary or special education or career and technical education teaching certificate.

EPD248 **3 Credits**

Adolescent Behavior

Focuses on understanding adolescents' development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Includes current research findings related to adolescents. Prerequisites: Must hold a provisional or standard elementary or special education teaching certificate.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPD249 **3 Credits**

Methods and Curriculum Development for Mathematics

Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards also covered. Prerequisites: Must hold a provisional or standard elementary or special education teaching certificate.

EPD250 **6 Credits**

Teaching Elementary Number Sense and Operations Grades K-8

Focus on knowledge and skills for number sense and operations grades K-8. Covers learning environments, teaching resources, and use of technology in the presentation of numeration, number theory and computation. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD250 requires an approved field experience.

EPD251 **3 Credits**

Teaching Geometry and Measurement Grades K-8

Focus on knowledge and skills for geometry and measurement concepts for grades K-8. Covers geometric properties, transformation of shapes, coordinate geometry and measurement. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD251 requires an approved field experience.

EPD252 **6 Credits**

Teaching Patterns, Algebra and Functions Grades K-8

Focus on knowledge and skills for patterns, algebra and functions grades K-8. Covers learning environments, teaching resources, and use of technology in the presentation of algebraic notation, properties, relations and functions, equations and inequalities. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD252 requires an approved field experience.

EPD253 **3 Credits**

Teaching Data Analysis, Probability and Discrete Mathematics Grades K-8

Focus on knowledge and skills for data analysis, probability and discrete mathematics concepts for grades K-8. Covers statistics, sampling, systemic listing and counting, and vertex edge graphs. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD253 requires an approved field experience.

EPD254 **3 Credits**

Mathematics Classroom Assessment

A thorough examination of techniques and strategies for assessment in the mathematics classroom. Focus on formative and summative assessments. Prerequisites: EPD250, EPD251, EPD252, and EPD253.

EPD255 **3 Credits**

Research-Based Practices, Pedagogy, and Instructional Leadership in Mathematics

Designed to provide strategies that may be used when assuming leadership roles in mathematics. Focus on examining research-based practices, pedagogy, and techniques of instructional leadership in mathematics. Examination of academic math standards and common core standards. Prerequisites: EPD250, EPD251, EPD252, EPD253, and EPD254.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPD260 **2 Credits**

Technology in Education Overview

Exploration of the use of technology in education. Including history of technology in education, teacher and student technology standards, landmark studies related to using technology in education and utilization of technology in the classroom. Local, state, and national standards for education covered, as well as identification of professional development opportunities. Prerequisites: None.

EPD269AA **3 Credits**

Methods of Using Technology in the K-6 Classroom

Examination of the skills teachers need to effectively integrate technology into core curriculum. Examination of the necessary skills students need to meet national technology standards. Evaluate current research and apply to classroom practice. Lesson plan development emphasized. Prerequisites: EPD260.

EPD269AB **3 Credits**

Methods of Using Technology in the 7-12 Classroom

Examination of the skills teachers need to effectively integrate technology into core curriculum. Examination of the necessary skills students need to meet national technology standards. Evaluate current research and apply to classroom practice. Lesson plan development emphasized. Prerequisites: EPD260.

EPD270 **3 Credits**

Theoretical and Research Foundations of Language and Literacy

Focus on scientifically-based research as the foundation for classroom reading instruction. Emphasis on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children`s performance in reading and language arts. Prerequisites: Must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD271AA **3 Credits**

Essential Elements of Elementary Reading and Writing Instruction K-8

Overview of the interrelated critical components of reading and writing instruction. Focus on developmental stages, benchmarks, and research-based instructional strategies to effectively teach literacy in the elementary grades. Prerequisites: Must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD271AB **3 Credits**

Essential Elements of Adolescent Reading and Writing Instruction 6-12

Focus on the theories, methods, and models of the essential elements needed to develop and improve reading and writing skills of adolescents. Prerequisites: Must hold a provisional or standard elementary, secondary or special education teaching certificate.

EPD272AA **3 Credits**

Elements of Elementary Content Area Reading and Writing K-8

Focus on practical and effective methods and strategies for the teaching of reading and writing in the elementary content area based on research-based principles and theories. Prerequisites: EPD270, EPD271AA, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD272AB **3 Credits**

Elements of Adolescent Content Area Reading and Writing 6-12

Focus on practical and effective methods and strategies for the teaching of reading and writing in the adolescent content area based on research-based principles and theories. Prerequisites: EPD270, EPD271AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPD273 **3 Credits**

Phonics Based K-12 Reading Diagnosis and Remediation

Methods of assessing, diagnosing, and remediating reading deficiencies in K-12 readers. Administration and analysis interpretation of formal and informal diagnostic assessments. Emphasis on Arizona state law and national literacy standard mandated research based systematic phonics instruction, remediation methods and techniques. Prerequisites: EDU271 and must hold a provisional or standard elementary, secondary or special education teaching certificate.

EPD274 **6 Credits**

Reading Assessment

Focus on Assessment Practices and Systems including administering assessments, data collection and analysis, diagnosing reading difficulties, developing student growth plans, and utilizing data to provide appropriate effective instruction to increase literacy success for all students. Prerequisites: EPD270, (EPD271AA or EPD271AB), (EPD272AA or EPD272AB), and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD275 **3 Credits**

Diagnosis and Remediation of Reading K-12

Fundamentals of diagnosis and remediation of reading problems for K-12. Administration, analysis and interpretation of informal diagnostic procedures and use of assessment results in planning a program of remediation. The Diagnostic Teaching of Reading emphasized. Prerequisites: EDU270AA or EDU270AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.

EPD276 **3 Credits**

The Teacher Leader

Focus on K-12 teachers` skills as recognized teacher leaders. Includes reading, summarizing, and analyzing current educational research and theory about the teacher leader. Examination of the effect of informal and formal roles of the teacher leader in the schools. Also covers discovery of personal philosophies of leadership and plans for enacting leadership within participant`s own school sites. Prerequisites: Must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD277AA **3 Credits**

Reading Field Experience K-8

Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading.Prerequisites: EPD270, EPD271AA, EPD272AA, EPD274, EPD276, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD277AB **3 Credits**

Reading Field Experience 6-12

Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading. Prerequisites: EPD270, EPD271AB, EPD272AB, EPD274, EPD276, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD279 **3 Credits**

Reading Practicum K-12

Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading. Prerequisites: EDU270AA or EDU270AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.

EPD286 **3 Credits**

Middle Grade Practicum

Practical experience for teacher on-site at a middle grade school. Includes observing and working in a classroom, with teachers and with special needs students. Prerequisites: EPD224 and (EPD248 or EDU274) and must hold a provisional or standard elementary or secondary education teaching certificate.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

eLearning (ELN)

ELN100 **3 Credits**

Foundations of eLearning Design for K-12

Overview of eLearning design foundations for K-12 environment. Includes the history, characteristics, and theories of eLearning. Principles and models of instruction design as well as eLearning technologies and course management systems covered. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN101 **3 Credits**

eLearning Design Level I

An introduction to eLearning Design theory (the Assess, Design, Develop, Implement and Evaluate (ADDIE) Instructional Design model). Emphasis on purpose and process of analysis, design, development, implementation, and evaluation of eLearning projects. Prerequisites: None.

ELN102 **3 Credits**

eLearning Media Level I

An introduction to eLearning media. Emphasis on the pedagogy/andragogy of current media and the tools, function, and purpose for e-Learning. The instructional use of video, audio, graphics, learning management, animation, presentation, and communication included. Prerequisites: None. Course Notes: ELN102 does not require the purchase of media software.

ELN103 **3 Credits**

K-12 eLearning Technology and Media

Overview of technology and media used in K-12 eLearning environments. Covers types of media, learning settings, instructional strategies, and visual principles as well as current and future trends. Usage of audio and video technology included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN104 **3 Credits**

Web 2.0 in eLearning

Procedures for using Web 2.0 in eLearning course design. Includes Web 2.0 research and learning design as well as media selection. Also covers use and challenges of various learner tools in addition to issues concerning learners, teachers, and organizations. Prerequisites: None.

ELN105 **3 Credits**

Classroom Management in K-12 eLearning

Procedures for management of the eLearning classroom. Emphasis on creating a supportive and engaging active learning environment for the distance learner. Covers characteristics of the distance learning student as well as procedures for creating a collaborative, integrated, and supportive learning environment. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN106 **3 Credits**

Discipline and Behavior in K-12 eLearning

Overview of discipline and behavior issues in the K-12 eLearning environment. Includes classroom discipline theories and approaches to discipline. Also covers formalization of a personal system of discipline. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN107 **3 Credits**

Parent Communication and Involvement in K-12 eLearning

Procedures for involving parents in K-12 eLearning. Includes law and public policy relating to compliance, student advocacy, and parental rights. Also covers parent-teacher communication issues as well as online education family involvement models. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ELN108 **3 Credits**

Legal Issues in K-12 eLearning

Overview of legal issues and regulations in an online K-12 classroom. Intellectual property, privacy, Internet security, and educational institution policies covered. Includes the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Act (IDEA). Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN109 **3 Credits**

Engaging K-12 eLearners

Overview of engaging K-12 learners in an eLearning environment. Phases of eLearning and eLearning activities covered. Tool usage and assessment emphasized. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN110 **3 Credits**

Introduction to eLearning Environments

An introduction to eLearning environments, including learning management systems, online collaboration, synchronous communication, and asynchronous communication. Use of industry standard tools to create interactive learning experiences emphasized. Prerequisites: None.

ELN111 **3 Credits**

K-12 eLearning Environments

Introduction to eLearning environments for K-12 teachers. Synchronous and asynchronous environments as well as online collaboration covered with an emphasis on considerations for K-12 students. Course management systems for K-12 learning environments also included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN112 **3 Credits**

Methods of Building and Facilitating eLearning: 9-12

Methods for building and facilitating eLearning for 9-12 students. Includes course design principles and methods as well as copyright and intellectual property issues. Also covers student activities facilitation, assessment, and online classroom management concerns. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN113 **3 Credits**

Methods of Building and Facilitating eLearning: K-8

Methods for building and facilitating eLearning for K-8 students. Includes course design principles and methods as well as copyright and intellectual property issues. Also covers student activities facilitation, assessment, and online classroom management concerns. K-8 learner special considerations also included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN114 **3 Credits**

Building Community with Online Learners

Procedures for building a community in an eLearning environment. Includes personalization of learning, collaborative learning, and transformative learning. Foundations for building an online community and technology usage also covered. Prerequisites: None.

ELN115 **3 Credits**

eLearning for Multiple Generations

Overview of eLearning for existing, new, and emerging generations. Covers engagement, interaction, and collaboration of eLearners from various generations. Impact of eLearning on various generations as well as usage of games, activities, rewards, and feedback included. Prerequisites: None.

ELN116 **3 Credits**

Mobile Devices as Learning Tools

Usage of electronic mobile devices in learning. Covers concept of mobile learning, types of mobile devices, and procedures for incorporating devices into the classroom. Accessibility, usability, student experience, and best practices also included. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ELN117 **3 Credits**

Interactions in eLearning

Overview of student interactions in an eLearning environment. Theoretical perspective of interactivity and interactive learning and encounter theory covered. Interactive learning activities and practice, including games, simulations, the Educational Semantic Web, peer learning, and online discussions emphasized. Prerequisites: None.

ELN118 **3 Credits**

Motivation and the Online Learner

Overview of motivation in the online classroom. Includes motivation theories, self-esteem vs. self-efficacy, and learner expectations as well as motivational problems and benefits of a motivational online learning environment. Facilitator's role, grouping of students, and assessment creation as motivation tools also covered. Prerequisites: None.

ELN120 **3 Credits**

Organizing and Evaluating eLearning Projects

An introduction to eLearning project organization and evaluation. Emphasis on using current tools to promote teamwork, budgets, and multiple projects in a team-based environment. Evaluation of project outcomes also included. Prerequisites: None.

ELN121 **3 Credits**

Evaluating K-12 eLearning

Procedures for evaluating K-12 eLearning. Includes procedures for creating and integrating various types of student and course evaluation into the eLearning process. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN122 **3 Credits**

K-12 eLearning Assessment Creation

Procedures for creating assessments for K-12 eLearning environment. Emphasis on importance of and plans to measure learning as well as implications for K-12 eLearners. Covers learning outcomes, performance objectives, types of assessments. Online student interaction and collaboration included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN123 **3 Credits**

Assessment of Online Learning

Assessment of learning in an online learning environment. Covers learning outcome categories, validity, and reliability. Includes procedures for assessment interpretation, usage, creation, and management. Prerequisites: None.

ELN202 **3 Credits**

eLearning Media Level II

Design of instructional media. Includes prototyping, interface design, storyboarding, scripting, and working with a production team. Emphasis on relating instructional media to learning outcomes. Design of instructional video, audio, graphics, learning management systems, animation, presentation, and communication also covered. Prerequisites: A grade of C or better in ELN102. Course Notes: ELN202 does not require the purchase of media software.

ELN204 **3 Credits**

eLearning Design Level II

Application of the Assess, Design, Develop, Implement and Evaluate (ADDIE) instructional design model to eLearning design. Includes instructional analysis as well as the design, development, implementation, and evaluation of an eLearning project. Prerequisites: A grade of C or better in ELN101 and ELN202.

ELN290AA **1 Credit**

eLearning Design Internship

eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: ELN290AA may be repeated for a total of three (3) credit hours.

ELN290AB **2 Credits**

eLearning Design Internship

eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: ELN290AB may be repeated for a total of four (4) credit hours.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ELN290AC **3 Credits**

eLearning Design Internship

eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division.

Emergency Medical Technology (EMT)

EMT104* **9 Credits**

Emergency Medical Technology

Techniques of emergency medical care in accordance with national and state curriculum. Study of the human body, patient assessment, treatment of medically or traumatically compromised patients, special hazards, and medical operations, IV monitoring, patient-assisted medication administration, automated external defibrillators (AEDs), and blood-glucose monitoring. Prerequisites: EMT101 or a current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer and (appropriate score on Reading placement test to demonstrate minimum tenth grade level reading or completion of an Associate's degree or higher from an accredited institution). Course Notes: Students are required to complete additional hours in a competency-based clinical, vehicular, and/or scenario based experience. This may be completed through EMT104AB or program director-approved rotation. Students must meet National Registry of EMTs requirements for certification. Additional information available at nremt.org.

Endorsement for Early Childhood (EEC)

EEC200 **3 Credits**

Early Learning Foundations

Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC201 **3 Credits**

Early Learning Guidance and Management

Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of typical and atypical young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC202 **3 Credits**

Early Learning Introduction to the Exceptional Young Child

Overview of the exceptional learner (birth to age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC203 **3 Credits**

Early Learning Culture, Community, Family and the Child

Examines family, community and cultural influences on development of the young child birth to third grade. Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC204 **3 Credits**

Early Learning Language and Literacy Development

Overview of language development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children's books. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EEC205 **3 Credits**

Early Learning: Instructional Methodologies of Language, Math, Science, Social Studies and The Arts

Overview and practical application of teaching elementary language, math, science, social studies and the arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Early Learning Standards (Birth to Age 5), Arizona Academic Standards Kindergarten-Third (K-3) Grade, and State Board of Education Professional Teaching Standards. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC205 requires an approved field experience.

EEC206 **3 Credits**

Standards, Observation and Assessment of Typical and Atypical Behaviors

Observation and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children birth to age eight. Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: EEC200, EEC201, EEC202, EEC203, EEC204, EEC205, and must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC222 **3 Credits**

Early Learning: The Developing Child Prenatal to Age Eight

Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in typical and atypical young children. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC202 includes practical application and fieldwork experience.

Engineering Science (ECE)

ECE102 **2 Credits**

Engineering Analysis Tools and Techniques

Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: Two years of high school algebra or MAT122 or departmental approval. Corequisites: MAT151 or MAT182 or MAT187.

English (ENG)

ENG081 **3 Credits**

Preparatory Academic Writing II

Emphasizes preparation for college-level composition and related reading tasks with a focus on critical writing, reading, and thinking skills and processes. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG071 or ESL077, or permission of Department or Division.

ENG091 **3 Credits**

Preparatory Academic Writing III

Emphasizes preparation for first year composition with a focus on critical writing, reading, and thinking skills and processes at an increased level of academic complexity. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG081 or ESL087, or permission of Department or Division.

ENG101 SUNS ENG1101 **3 Credits**

First-Year Composition

Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG102 SUNS ENG1102 **3 Credits**

First-Year Composition

Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: Grade of C or better in ENG101.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

ENG107 **3 Credits**

First-Year Composition for ESL

Equivalent of ENG101 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG108 **3 Credits**

First-Year Composition for ESL

Equivalent of ENG102 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: Grade of C or better in ENG107.

ENG109 **3 Credits**

Business Writing for ESL

ESL (English as a second language) focus: Writing business letters and memos with an emphasis on persuasion and organization. Prerequisites: Appropriate ESL or ASSET placement test score, or a grade of "C" (ENG107, or ENG108, or ENG101, or ENG102, or ENG111), or permission of instructor.

ENG111 **3 Credits**

Technical and Professional Writing

Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences. Includes integrating data and graphics into work-related documents and presentations. Prerequisites: ENG101 with a grade of C, or better, or permission of instructor.

ENG213 **3 Credits**

Introduction to the Study of Language

Study of language as code; phonetics, phonology, morphology, syntax, semantics; language acquisition; historical and socio-linguistics. Prerequisites: ENG102 or ENG111 with a grade of C or better or permission of Instructor.

ENG235 **3 Credits**

Magazine Article Writing

Basic skills and techniques used by professional writers for publication in magazines. Includes analyzing markets, identifying article slant, research techniques, editing, and submission procedures. Emphasis on nonfiction. Prerequisites: None. Course Notes: ENG235 may be repeated for a total of six (6) credit hours.

ENG298AA **1 Credit**

Special Projects

Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

English as a Second Language (ESL)

ESL298AA **1 Credit**

Special Projects

Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

English Humanities (ENH)

ENH110* **3 Credits**

Introduction to Literature

Introduction to international literature through various forms of literary expressions; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.

ENH111 **3 Credits**

Literature and the American Experience

Introduction to the foundations and diversity of American culture through a survey of its literature, including minority and women writers. Exploration of various facets of American culture including frontier, regional, rural, and urban life; ethnic, racial, and immigrant experience; and political and social philosophies. Prerequisites: None.

ENH222 **3 Credits**

Survey of English Literature After 1800

Emphasizes the social and political backgrounds as well as the form and content of English literature in the nineteenth and twentieth centuries. Prerequisites: (ENG101 or ENG107) or equivalent.

ENH230 **3 Credits**

Introduction To Shakespeare

Introduces Shakespeare the playwright, the sonneteer, the linguist, and the citizen of the 17th century. Considers the major tragedies, comedies, histories, and sonnets; focuses on the use of language; and connects the writer to the time. Some emphasis on Shakespeare's influence through the centuries, noting parallels between the late 16th century and the late 20th century. Prerequisites: None.

ENH241 **3 Credits**

American Literature Before 1860

Includes literature written prior to 1860 in the United States. Prerequisites: None.

ENH251 **3 Credits**

Mythology

Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.

ENH280 **3 Credits**

Topics in American Literature

Exploration of selected topic(s) in American Literature. Focuses on a theme, genre, era, technique, or critical approach. Includes reading and interpretation of literature from a variety of cultures within the United States. Prerequisites: (ENG101 or ENG107) or permission of instructor. Course Notes: ENH280 may be repeated for a total of nine (9) credit hours.

ENH291 **3 Credits**

Children's Literature

Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.

ENH292 **3 Credits**

Literature for Adolescents

Reviews selected literature written for adolescents. Develops and applies literary criteria for the evaluation of adolescent literature. Prerequisites: None.

Entrepreneurial Studies (EPS)

EPS150 **3 Credits**

Introduction to Entrepreneurship

Overview of entrepreneurship. Includes the entrepreneurial process and the skills required to be successful, including starting, planning, financing, marketing, and managing a business. Prerequisites: None.

EPS160 **2 Credits**

New Venture Creation

Process of starting a new venture including evaluating specific business opportunities identifying financing alternatives, and defining start-up issues. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

EPS161 **3 Credits**

New Venture Law and Finance

Introduction to the principles of legalization and capitalization of a new business venture. Includes the processes required to organize, register, finance, launch and protect a business. Prerequisites: None

EPS165 **2 Credits**

New Venture Feasibility Analysis

Introduction to the industry's market and competitive structure. Includes the technical skills to develop a competitive strategy for entry into the business segment. Covers the market potential evaluation, niche identification, analysis of competition, and development of customer profiles. Also involves development of a marketing strategy and sales projections for new business ventures. Prerequisites: None.

EPS180 **3 Credits**

Technology Business Planning

Fundamentals of identifying new technologies and innovations for profitable commercial feasibility. Determination of capabilities, resources, and interests of the entrepreneur. Evaluation and selection of technology opportunities. Creation of business concept and plan. Customer development and business models. Finances, venture capital and accounting. Marketing and sales. Legal formation and intellectual property. Operations and resource management. Growth, harvest and success. Preequisites: None .

EPS195 **2 Credits**

Business Start-Up and Planning

Development of a feasibility approach to strategic decision making concerning new venture start-up. Includes development of a business feasibility study and a preliminary business plan. Prerequisites: None.

Family and Consumer Science (FCS)

FCS250 **3 Credits**

Portfolio Development and Professional Writing

Techniques of portfolio development to document prior learning gained through experience, training, and/or previous education. Includes study of learning styles and levels, analysis of personal and vocational experiences, synthesis of these with competencies for specific courses, and integration of the above with other material to create a portfolio to be introduced for evaluation for credit. Prerequisites: Prerequisites or Corequisites: A grade of "C" or better in twelve (12) credit hours of CFS and/or FCS coursework and permission of Program Coordinator. At least six (6) credits of these courses must be taken in a prior semester.

FCS260 **1 Credit**

Family and Consumer Science Internship

Work experience in community-based, family-focused service and/or educational organizations. 80 hours of designated work per credit. Prerequisites: Permission of instructor. Course Notes: FSC260 may be repeated for a total of six (6) credit hours.

Fire Science Technology (FSC)

FSC102* **11 Credits**

Fire Department Operations

Introductory fire science course primarily designed for the fire department recruit. Includes firefighting skills, equipment, and administrative policies, fire department operations, personnel policies, and International Fire Service Accreditation Congress Practical Skills Testing. Prerequisites: (EMT104, FSC104, FSC105 and FSC130) and permission of Instructor. Corequisites: FSC134.

FSC105* **3 Credits**

Hazardous Materials/First Responder

Basic methods of recognition and identification based upon the chemical and physical properties of hazardous materials; basic safety procedures when utilizing specific types of protective clothing and equipment; basic tactical information relating to scene management. Confined space operations in accordance with the National Fire Protection Agency. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

FSC108* **3 Credits**

Fundamentals of Fire Prevention

Fundamentals of fire prevention. Includes techniques, procedures, regulations, and enforcement. Also includes discussion of hazards in ordinary and special occupancies. Field trips and lectures from industry also included. Prerequisites: None.

FSC113* **3 Credits**

Introduction to Fire Suppression

Characteristics and behavior of fire, fire hazard properties of ordinary materials, extinguishing agents, fire suppression organization and equipment, basic fire fighting tactics, and public relations as affected by fire suppression. Prerequisites: None.

FSC130* **1 Credit**

Fitness for Firefighters/CPAT

Skills and abilities required for entry level position in the fire service including physical ability, and stamina. Opportunity to take the International Association of Fire Fighters (IAFF) Candidate Physical Ability Test (CPAT) at the end of the course. Prerequisites: None. Course Notes: Offered as credit (P) or no credit (Z) basis. Standard grading available according to procedures outlined in catalog.

FSC134* **3 Credits**

Fitness and Conditioning for Firefighters

Overview of all aspects of fitness for current and prospective firefighters. Includes physical and mental aspects of performance for optimal achievement on fire department agility tests and fire fighting tasks; individual conditioning strategies, nutritional guidelines, protective clothing concepts, and basic exercise principles. Pre-employment, evaluation, and lifelong fitness and conditioning. Prerequisites: None.

FSC202* **3 Credits**

Supervisory Training For Firefighters

Administrative methods applied to the fire service, departmental organization, and personnel management. Includes fire alarm signaling systems, fire service planning, and relationships with other city departments. Prerequisites: None.

FSC208* **3 Credits**

Firefighter Safety And Building Construction

Actions necessary to provide for the safety of firefighters operating on the fireground. Effects that fire and heat may have on various types of building construction resulting in the loss of structural integrity. Includes signs and symptoms of structural damage. Prerequisites: FSC113, or permission of Instructor, or equivalent.

FSC209* **3 Credits**

Fire Investigation I

Methods of determining point of fire origin, path of fire travel, and fire cause. Includes recognizing and preserving evidence; interviewing witnesses; arson laws and types of arson fires; and court testimony, reports, and records. Prerequisites: None.

FSC209LL* **1 Credit**

Fire Investigation I Lab

Practical application of fire investigation techniques. Includes use of the scientific method to investigate various types of fires as well as fire patterns, explosions and evidence documentation. Also covers scene management and examination procedures in addition to report writing and spoliation concerns. Prerequisites: FSC209.

FSC238* **2 Credits**

Vehicular Extrication and Patient Stabilization

Participative course designed for the Emergency Medical Technicians (EMT). Incorporates new knowledge and skills necessary to access, extricate, and care for victims of crash incidents. Provide exposure to scene management, including size-up, disentanglement, victim stabilization for single and multi-victim situations, hazardous materials incidents, integration of local emergency medical services (EMS) for patient assessment and management, and standard operating procedures to selected victim scenarios. Prerequisites: Basic EMT certification, current enrollment in an EMT-Basic program, nurse with emergency department experience, or law enforcement personnel, or permission of instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Food and Nutrition (FON)

FON100 **3 Credits**

Introductory Nutrition

Introduction to the science of food and human nutrition. Current sustainable dietary recommendations and applications for maximizing well-being and minimizing risk of chronic disease throughout the life cycle. An overview of the nutrients, emphasizing the importance of energy and fluid balance, and optimal functioning of the digestive system. Understanding factors that influence food intake in different cultures. Methods for evaluating credibility of nutrition claims, a focus on modern food safety and technology practices, and a worldview of nutrition are included. Emphasis is on personal dietary behavior change for a holistic life of wellness. Prerequisites: None.

FON100LL **1 Credit**

Introductory Nutrition Laboratory

Self-evaluative laboratory experience using anthropometric, biochemical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Focus on understanding energy balance related to weight regulation and health. Prerequisites: None.

FON104 **1 Credit**

Certification in Food Service Safety and Sanitation

Preparation for and certification in a national food sanitation and safety program. Emphasis on food from purchasing, receiving, and storing to preparation, holding, and serving. Focuses on safe and sanitary food service facilities and equipment, employee habits and personal hygiene, and role of management in safety and sanitation. Includes time-temperature principles, foodborne illnesses, pest control, accident prevention, standards for cleaning and sanitizing, and regional regulations and standards. Prerequisites: None.

FON135 **3 Credits**

Sustainable Cooking

Basic cooking techniques for healthful and enjoyable eating. Emphasis on strategies for maximizing the use of whole, local, and nutrient-dense food while focusing on applying the dietary recommendations for optimal health to food choices. Opportunities to learn about sustainable food living, and identifying resources that enable people to be more in control of their food supply. Prerequisites: None.

FON143 **3 Credits**

Food and Culture

Understanding diet in the context of culture. Historical, religious, and socio-cultural influences on the development of cuisine, meal patterns, eating customs, cooking methods, and nutritional status of various ethnic groups. Traditional and contemporary food habits. Health and social impact of changes in diet. Preparation and serving of foods from many cultures. Prerequisites: None. Course Notes: FON143 may be repeated for a total of six (6) credit hours.

FON161 **3 Credits**

Sustainable Food Production Systems

Overview of the global food system. Covers historical events impacting current food production model, and the effects food systems have on the environment, health, and communities. Also covers conventional agriculture and food safety concerns. Emphasis on the movement towards sustainable food systems. Prerequisites: None.

FON162 **3 Credits**

Organic Foods Production

Overview of alternative farming systems. Covers organic and alternatively grown foods production as well as the Organic Foods Production Act. Includes principles of sustainable agriculture and Fair Trade. National Organic Program also covered. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

FON163 **3 Credits**

Sustainable Restaurant Practices

Overview of sustainable kitchen practices. Covers energy efficient appliances and equipment, as well as electricity and water conservation practices. Includes environmentally friendly kitchen products and methods for disposal of waste. Researching food sources, purchasing locally, and building relationships are also covered. Emphasis in preparing organic, seasonal and local foods, and developing sustainable menus. Challenges for a sustainable future discussed. Prerequisites: None.

FON165 **3 Credits**

Food Entrepreneurship

Overview of the process for starting a small food business. Covers stages for introducing a variety of food products into the market, food safety, and sanitation requirements. Includes business and marketing strategies, processing, labeling, and distribution requirements for different food product types such as dairy, meat, poultry, and fish. Also covers available resources for small food business support. Prerequisites: None.

FON241 **3 Credits**

Principles of Human Nutrition

Scientific principles of human nutrition. Emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting. Addresses therapeutic nutrition principles for treatment of common health conditions. Includes exploration of food sources of nutrients, basic metabolism of nutrients in the human body, relationship between diet and other lifestyle factors, use of supplements, current recommendations for food selection throughout the life cycle, and use of nutrition tools for planning food intake or assessment of nutritional status. Prerequisites: None.

FON241LL **1 Credit**

Principles of Human Nutrition Laboratory

Self-evaluative laboratory experience to complement FON241, Principles of Human Nutrition using anthropometric, biochemical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Prerequisites or Corequisites: FON241.

FON285 **3 Credits**

Food and Nutrition Studies Internship

Work experience in an area directly related to sustainable food systems. Application of sustainable food system principles and practices from seed to support to service, including gardening and farming, managing food waste, advocacy, preparing and preserving food, and working with chefs and small farmers who are committed to supporting and providing local and regional sustainable food. Supervision and evaluation by an internship coordinator. Prerequisites: FON161 or permission of Department Chairperson or Program Director. Course Notes: FON285 requires a minimum of 210 hours of instruction in an internship setting. FON285 may be repeated for a total of six (6) credits.

French (FRE)

FRE101 SUN# FRE1101 **4 Credits**

Elementary French I

Basic grammar, pronunciation and vocabulary of the French language. Includes the study of French culture, practice of listening, speaking, reading and writing skills. Prerequisites: None.

FRE102 SUN# FRE1102 **4 Credits**

Elementary French II

Continued study of grammar and vocabulary of the French language along with the study of French culture. Emphasis on speaking, listening, reading and writing skills. Prerequisites: FRE101, or FRE101AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

FRE201 SUN# FRE2201 **4 Credits**

Intermediate French I

Review of essential grammar of the French language and study of French culture. Continued practice and development of reading, writing, and speaking skills. Prerequisites: (FRE102 or FRE102AA with a grade of "C" or better), or two years of high school French with an average of "C" or better, or permission of Department or Division. Completion of prerequisites within the last three years is required.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

FRE202 SUN# FRE2202 **4 Credits**

Intermediate French II

Review of grammar, continued development of French language skills, and continued study of the French culture. Prerequisites: FRE201 with a grade of "C" or better or three years of high school French with an average of "C" or better. Completion of prerequisites within the last three years is required.

FRE265* **3 Credits**

Advanced French I

In-depth exploration of a selected theme related to French culture. Involves reading selections from French literature, writing reports, and discussions in French. Emphasis on enhancing reading, writing and speaking skills. Prerequisites: FRE202 or permission of Department or Division. Completion of prerequisites within the last three years is required.

FRE266* **3 Credits**

Advanced French II

Continuation of FRE265, Reading selections from French literature, written reports, and discussions in French designed to further develop reading, writing and speaking skills. Prerequisites: FRE265 or permission of Department or Division. Completion of prerequisites within the last three years is required.

General Business (GBS)

GBS110 **3 Credits**

Human Relations in Business and Industry

Exploration of fundamental theories and concepts of human relations in business and industry. Particular emphasis is placed on developing effective interpersonal relationships and leadership skills within an organization. Prerequisites: None.

GBS131 **3 Credits**

Business Calculations

Review of basic arithmetic and application of mathematics to business problems, includes percentage, interest, discount, and markups. Prerequisites: None.

GBS132 **3 Credits**

Personal and Family Financial Security

Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting and general principles of consumerism. Prerequisites: None.

GBS151 **3 Credits**

Introduction to Business

Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.

GBS161 **3 Credits**

Mathematics of Business

Applications of basic financial mathematics; includes interest, financial statement, stocks and bonds, and international business. Prerequisites: GBS131 or permission of Department or Division.

GBS175 **3 Credits**

Professional Development

Examines personal qualities and professional skills needed to find a good job. Explores techniques required to build a successful career. Prerequisites: None.

GBS205 **3 Credits**

Legal, Ethical, and Regulatory Issues in Business

Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.

GBS215 **3 Credits**

Business, Law and Society

Overview of the philosophical and legal framework of business. Stresses the basic concepts of business entities, contracts, accountability and relationships, with an emphasis on the social context in which these concepts operate. Incorporates the concepts of law and ethics. Prerequisites: None.

GBS220 **3 Credits**

Quantitative Methods in Business

Business applications of quantitative optimization methods in operations management decisions. Prerequisites: (Grade of "C" or better in MAT150, or MAT151, or MAT152) or equivalent, or satisfactory score on district placement exam.

GBS221 SUN# BUS2201 **3 Credits**

Business Statistics

Business applications of descriptive and inferential statistics, measurement of relationships, and statistical process management. Includes the use of spreadsheet software for business statistical analysis. Prerequisites: Grade of "C" or better in GBS220 or MAT217.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

GBS233 **3 Credits**

Business Communication

Internal and external business communications, including verbal and nonverbal techniques. Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission or Department/Division.

GBS258 **3 Credits**

Principles of Property and Liability Insurance

Basic principles of insurance. Introduction to insurance contracts. Overview of company functions and operations including ratemaking, underwriting, claims, adjusting, and marketing. Prerequisites: None.

GBS263 **3 Credits**

Personal Insurance

Analysis of personal loss exposures and personal insurance coverages including homeowner's, other dwelling coverage, personal liability, auto, life, health, and government programs. Prerequisites: GBS258 or permission of the instructor.

GBS264 **3 Credits**

Commercial Insurance

Analysis of commercial coverages including property, business income, inland marine, ocean marine, crime, boiler, general liability, auto, and worker's compensation. Analysis of loss exposures and explanation of coverage parts. Prerequisites: GBS258 or permission of instructor.

GBS270AC **3 Credits**

Business Internship

General business work experience in a business or industry. Eighty hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: GBS270AC may be repeated for a total of six (6) credits.

GBS296WC **3 Credits**

Cooperative Education

Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits minimum 2.6 grade point average and be able to obtain a position related to students academic or career goals (students present job may qualify) or permission of instructor. Corequisites: Must be concurrent in at least one class which is related to student`s major or career interest or with permission of the Instructor.

GBS298AC **3 Credits**

Special Projects

Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or Instructor

General Technology (GTC)

GTC107 **3 Credits**

Technical Mathematics I

Mathematical principles to include basic operations, significant digits, exponents, square roots and order of operations. Solve problems using arithmetic, signed numbers, percentages, fractions, exponents, and square root. Use of hand held calculator. Technology related problems. Prerequisites: None.

GTC108 **3 Credits**

Technical Mathematics II

Fundamental algebraic operations. Problem solving involving metric measurement, gears, pulleys, simple mechanism problems. Areas and volume calculations of geometric figures. Essentials of trigonometry for solving right and oblique triangles. Prerequisites: GTC107 or permission of Instructor.

GTC121* **3 Credits**

Construction Estimating I

Fundamentals of determining quantities of material, equipment and labor for given project. Includes procedures used in applying proper unit costs to these items. Prerequisites: None.

GTC127* **3 Credits**

Beginning Woodworking

Introduction to woodworking fundamentals and applications. Familiarization with the basic woodworking tools emphasizing the safe and proper use of woodworking hand tools and stationary and portable power tools. Class projects develop a working project plan, identify material needs, cost analysis, basic construction of the project, and basic finishing techniques. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

GTC128* **3 Credits**

Intermediate Woodworking

Further development and application of basic woodworking skills. Complex projects with emphasis on planning and calculating and buying needed materials. Introduction of jointery, complex fitting, more advanced finishing, and wood carving. Prerequisites: GTC127 or previous woodworking experience.

GTC130* **3 Credits**

Furniture Construction I

Process of building a piece of furniture including calculating and buying needed material, using tools properly and safely (hand tools and machines), jointery, wood preparation and basic finishing techniques. Prerequisites: GTC128 or previous woodworking experience and permission of instructor.

GTC131* **3 Credits**

Furniture Construction II

Continuation of GTC130 including special set-ups on machines, special joints, adhesives, special finishes, panel doors, panel drawers, metal drawer guides and plastic laminates. Prerequisites: GTC130 or permission of instructor.

GTC132* **3 Credits**

Wood Finishing

Introduction to the materials, processes, and sequences used in applying a variety of finishes to various wood types. Includes abrasives, stains, fillers, surface coats, tools and equipment, and basic refinishing techniques. Prerequisites: None.

GTC144* **3 Credits**

Introduction to Cabinetmaking

Techniques and projects to produce complex cabinet projects. Includes project planning, working from plans, material cost analysis, and advanced finishing techniques. Prerequisites: GTC130 and permission of instructor.

GTC145* **3 Credits**

Advanced Cabinetmaking

Further exploration of advanced woodworking techniques on complex projects. Prerequisites: GTC144 and permission of instructor.

GTC156* **3 Credits**

Furniture Upholstery I

Techniques of general furniture upholstery, operations of webbing, springing, stuffing, trimming, sewing and cushion making on approved student-selected projects. Prerequisites: None. Course Notes: GTC/INT156 may be repeated for a total of nine (9) credit hours. Students must provide the furniture piece.

GTC157* **3 Credits**

Furniture Upholstery II

Application and use of modern materials and tools, button tufting, channel construction, and special trim effects. Prerequisites: GTC/INT156 or permission Department or Division. Course Notes: GTC/INT157 may be repeated for a total of nine (9) credit hours. Students must provide the furniture piece.

GTC182* **3 Credits**

Building Construction Methods I

Basics of building construction from job site selection through exterior finish of the shell. Focuses mainly on residential construction for the consumer. Includes blueprints, estimating materials and labor, work scheduling, job layout, foundations, framing, and exterior finish. Energy conservation, safety, and building codes discussed throughout the course. Prerequisites: None.

Geography (GCU, GPH)

GCU121 **3 Credits**

World Geography I: Eastern Hemisphere

Description and analysis of spatial variations in culture, social, economic, and political phenomena in major world regions. Emphasis on the major cultural realms of Europe, North Africa, and Asia. Prerequisites: None.

GPH111 **4 Credits**

Introduction to Physical Geography

Spatial and functional relationships among climates, landforms, soils, water, and plants. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Geology (GLG)

GLG101 **3 Credits**

Introduction to Geology I - Physical Lecture

A study of the kind and arrangement of materials composing the Earth's crust and the geological processes at work on and within the Earth's surface. Prerequisites: None.

GLG101 & GLG103 are: SUN# GLG1101

GLG102* **3 Credits**

Introduction to Geology II - Historical Lecture

Outlines the origin and history of the earth with emphasis on North America--its dynamic, geographic, and climatic changes; animals and plants of the past; the evolution of life. Prerequisites: None.

GLG103 **1 Credit**

Introduction to Geology I - Physical Lab

May accompany GLG101. Study of common rock-forming minerals, rocks, and maps. Prerequisites: None.

GLG101 & GLG103 are: SUN# GLG1101

GLG104* **1 Credit**

Introduction to Geology II - Historical Lab

May accompany GLG102. Study of geological structures and rocks, fossils, and geologic maps. May require field trips. Prerequisites: None.

GLG110 **3 Credits**

Geological Disasters and the Environment

Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the earth. Includes geological processes and hazards such as floods, earthquakes, and landslides; use of fossil fuels; mining of raw materials. Prerequisites: None.

GLG111 **1 Credit**

Geological Disasters and the Environment Lab

May accompany GLG110. Basic geological processes and concepts. Emphasis on geology-related environmental problems concerning Arizona. Case histories and field studies. May require field trips. Prerequisites: None.

German (GER)

GER101 SUN# GER1101 **4 Credits**

Elementary German I

Basic grammar, pronunciation and vocabulary of the German language. Includes the study of German culture, practice of listening, speaking, reading and writing skills. Prerequisites: None.

GER102 SUN# GER1102 **4 Credits**

Elementary German II

Continued study of grammar and vocabulary of the German language along with the study of German culture. Emphasis on German language skills. Prerequisites: GER101, or GER101AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

GER201 SUN# GER2201 **4 Credits**

Intermediate German I

Review of essential grammar of the German language and study of the German culture. Continued practice and development of reading, writing, and speaking skills. Prerequisites: GER102, or GER102AA, or two years of high school German, or permission of Department or Division. Completion of prerequisites within the last three years is required.

GER202 SUN# GER2202 **4 Credits**

Intermediate German II

Continued development of German language skills and continued study of the German culture. Prerequisites: GER201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Health Related (HCC, HCR, HES)

HCC109 **0.5 Credit**

CPR for the Health Care Provider

Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defibrillation and resuscitation equipment. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

HCC130 **3 Credits**

Fundamentals in Health Care Delivery

Overview of current health care professions including career and labor market information. Health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Workers rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AA **0.5 Credit**

Health Care Today

Overview of current health care professions including career and labor market information. Health care delivery systems, third-party payers, and facility ownership. Health organization structure, patient rights and quality care. Prerequisites: None.

HCC130AB **0.5 Credit**

Workplace Behaviors in Health Care

Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Prerequisites: None.

HCC130AC **0.5 Credit**

Personal Wellness and Safety

Introduces healthful living practices to include nutrition stress management and exercise. Includes Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Prerequisites: None.

HCC130AD **0.5 Credit**

Communication and Teamwork in Health Care Organizations

Emphasis on basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AE **0.5 Credit**

Legal Issues in Health Care

Basic legal terminology used in the health care setting. Legal concepts related to health care employment, medical documentation, and communication. Introduction to regulatory requirements in health care. Prerequisites: None.

HCC130AF **0.5 Credit**

Decision Making in the Health Care Setting

Principles and application of a decision making model. Description and application of ethics and process improvement and the relationship of both to the decision making model. Prerequisites: None.

HCC145 **3 Credits**

Medical Terminology for Health Care Workers

Medical terminology used in health care, with special care populations and in special services. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AA **1 Credit**

Medical Terminology for Health Care Workers I

Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AB **1 Credit**

Medical Terminology for Health Care Workers II

Additional medical terms used in health care. Body systems approach to more detailed terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using standard word parts. Common abbreviations and symbols and term spelling. Prerequisites: HCC145AA.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

HCC145AC **1 Credit**

Medical Terminology for Health Care Workers III

Medical terminology used with special care populations and in special services. Includes obstetric, pediatric, mental health, diagnostic imaging, oncology, and surgery terms. Use of word parts and term spelling. Prerequisites: HCC145AA and HCC145AB, or HCC146.

HCC146 **2 Credits**

Common Medical Terminology for Health Care Workers

Common medical terms used in health care. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCR210 **3 Credits**

Clinical Health Care Ethics

An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts. Prerequisites: ENG102 or ENG108 or permission of Instructor.

HCR230 **3 Credits**

Culture and Health

Relation between cultures of diverse groups and health/illness. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices. Prerequisites: None.

HCR240 **4 Credits**

Human Pathophysiology

Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health. The structural and functional pathophysiology of alterations in health; selected therapeutics considered. Prerequisites: BIO202 or BIO205 or permission of Instructor.

HES100 **3 Credits**

Healthful Living

Health and wellness and their application to an optimal life style. Explores current topics of interest such as stress management, nutrition, fitness, and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None.

HES105 **1 Credit**

Finding Health Information Online

Development of skills and competency in accessing, evaluating, and using online medical and health information resources. Prerequisites: None.

HES106 **0.5 Credit**

Cardiopulmonary Resuscitation (CPR)/ Automated External Defibrillator (AED)

Basic overview of Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). Covers choking procedures and the importance, guidelines, and techniques for performing CPR and utilizing an AED. Prerequisites: None.

HES154 **3 Credits**

First Aid/Cardiopulmonary Resuscitation

Cardiopulmonary Resuscitation (CPR) and first aid for the adult, child and infant patients includes Automated External Defibrillator(AED), rescue breathing, obstructed airway, and other first aid procedures. Designed to train citizen responders in skills and procedures required during emergency situation. Prerequisites: None.

HES271* **3 Credits**

Prevention and Treatment of Athletic Injuries

Prevention and care of athletic injuries, emphasizing use of modern training techniques and support materials. Utilization of preventive taping, strapping, bandaging, cardiopulmonary resuscitation, massage, cryotherapy, hydrotherapy, and practical application of muscle reconditioning. Prerequisites: None.

HES275* **3 Credits**

Rehabilitation and Therapeutic Interventions in Sports Medicine

Exploration of current trends in the basic and advanced methodologies used in the rehabilitation of athletic injuries. Incorporates demonstrations of injury-appropriate strength and fitness training and therapeutic exercise techniques. Prerequisites: HES271.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

History (HIS)

HIS100 **3 Credits**

History of Western Civilization to Middle Ages

Survey of the origin and development of Western civilization and its institutions from prehistory through the Ancient World and the Middle Ages. Prerequisites: None.

HIS101 **3 Credits**

History of Western Civilization Middle Ages to 1789

Survey of origin and development of Western civilization and its institutions from the Renaissance and Reformation through Age of Enlightenment. Prerequisites: None.

HIS102 **3 Credits**

History of Western Civilization 1789 to Present

Survey of origin and development of Western civilization and its institutions from the French Revolution through the present. Prerequisites: None.

HIS103 **3 Credits**

United States History to 1865

The political, economic, and social development of United States from the Pre-Columbian period through the end of the Civil War (1865). Prerequisites: None.

HIS104 **3 Credits**

United States History 1865 to Present

The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.

HIS105 **3 Credits**

Arizona History

The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political and economic development during the twentieth century. Prerequisites: None.

HIS110* **3 Credits**

World History to 1500

Survey of the economic, social, cultural, and political elements of world history from the beginning of human civilization to 1500. Prerequisites: None

HIS111 **3 Credits**

World History 1500 to the Present

Survey of the economic, social, cultural, and political elements of world history from 1500 to the present. Prerequisites: None

HIS145 **3 Credits**

History of Mexico

Survey of the political, economic, and social forces which have shaped the development of Mexico from pre-Columbian times to the present. Prerequisites: None.

HIS204* **3 Credits**

African-American History 1865 to Present

Multifaceted experiences of African-American people from the post-Civil War period (1865) to the present, including the collective struggle for freedom, equality, and self- determination in the United States. Prerequisites: None.

HIS277 **3 Credits**

The Modern Middle East

Survey of the political, religious and economic development of the Middle East since 1500. Emphasis on the decline of the Moslem empire(s), the resurgence of contemporary Pan- Arabism, the Palestinian-Israeli question, jihadism, fundamentalist terrorism, the Taliban and Al Qaeda, and the impact of oil production on the region and the rest of the world. Prerequisites: None.

Human Services Administration (HSA)

HSA113* **2 Credits**

Family Assistance Computer System Overview

Overview of the computer system used in the Family Assistance Administration office. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual emphasized. Role and responsibilities of an eligibility interviewer covered. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

HSA116* **3 Credits**

Nutrition Assistance Determination

Overview of Federal and State policies and procedures for determining eligibility for assistance payments. Includes Nutrition Assistance payments eligibility determination, general assistance applications, expedited services, presumptive eligibility, recertification applications and eligibility reviews. Prerequisites: HSA113.

HSA118* **3 Credits**

Medical Assistance Determination

Overview of Federal and State policies and procedures for determining medical eligibility. Includes medical assistance eligibility determination, application procedures, non- financial and financial eligibility factors, emergency services for nonqualified non-citizens, duration of coverage, and decision notices and changes. Prerequisites: HSA113.

HSA119* **3 Credits**

Unemployment Insurance Customer Service I

Basic customer service training for unemployment insurance claim representatives. Knowledge on computerized and phone systems. Includes claim taking steps and phone service skills. Prerequisites: None.

HSA121* **2 Credits**

Unemployment Insurance Customer Service II

Inquiry call training for unemployment insurance claim representatives. Covers last employer definition, wage issues, and reinstatement. Prerequisites: HSA119.

HSA122* **2 Credits**

Unemployment Insurance Claims Taking

Procedures for making claimant eligibility determinations and employer chargeability. Also includes interviewing techniques, required documentation and processes for generating determinations. Prerequisites: Permission of Department or Division.

HSA124* **2 Credits**

Unemployment Insurance Adjudication I

Further examination of chargeability issues. Types of evidence, rules governing credibility of evidence and further development of factfinding skills. Special emphasis on separation issues, rules and determinations. Prerequisites: HSA122.

HSA126* **2 Credits**

Unemployment Insurance Adjudication II

Examination of advanced eligibility issues. Special types of adjudications including administrative penalties, retirement/pension and educational wages. Prerequisites: HSA124.

HSA127* **2 Credits**

Family Assistance Procedures

Practical application of Family Assistance procedures. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual and procedures to complete medical and nutrition assistance determinations. Interview techniques and procedures also covered. Prerequisites: HSA113.

HSA128* **2 Credits**

Cash Assistance Determination

Overview of Federal and State policies and procedures for determining cash assistance programs eligibility. Includes introduction to the interview process, interviewing techniques, initial applications, forms processing, and different payments methods for cash programs. Prerequisites: HSA113.

HSA129* **2 Credits**

Cash Assistance Procedures

Practical application of Cash Assistance procedures. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual and procedures to complete cash assistance determinations. Includes forms completion and applicant rights and responsibilities. Prerequisites: HSA128.

HSA160* **3 Credits**

Employment Assistance Administration I

Administration of the Job Opportunities and Basic Skills (JOBS) Training program. Includes assessment and development of the Employment and Career Development Plan and case management procedures. JOBS components and support services also covered. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

HSA162* **3 Credits**

Employment Assistance Administration II

Further instruction in the administration of the Job Opportunities and Basic Skills (JOBS) Training program. Includes sanctionable and withholding issues as well as monitoring and evaluation of employment. Dispute resolution, fair hearings and grievances procedures covered. Prerequisites: HSA160.

HSA163* **3 Credits**

Employment Assistance Administration Lab I

Practical application of Job Opportunities and Basic Skills (JOBS) training procedures. Includes state systems access and documentation procedures including referral, selection, scheduling, and registration. Also covers case management assessment and management in addition to various support services. Prerequisites: HSA162.

HSA164* **3 Credits**

Employment Assistance Administration Lab II

Practical application of the Job Opportunities and Basic Skills (JOBS) Program Automated System (JAS). Includes procedures for verification and monitoring of work and community experience in addition to exclusions and deferrals. Also covers sanction procedures, dispute resolution, fair hearings, grievances, and appeals procedures. Prerequisites: HSA163.

HSA226* **2 Credits**

Cash Assistance Advanced Determination

Cash Assistance programs eligibility determination including regular Cash Assistance (CA), Two Parent Employment Program (TPEP), Grant Diversion (GD), and Kinship Care cash programs. Also covers all welfare reform policy including Family Benefit Cap Period (FBCP), Lifetime Benefit Limit (LIBL), and cooperation with Jobs and the Division of Child Support Enforcement (DCSE). Prerequisites: HSA129.

Humanities (HUM)

HUM101* **3 Credits**

General Humanities

A general humanities course concentrating on three great ages of outstanding human achievement: The Golden Age of Greece, the Renaissance and the 20th Century. Prerequisites: None.

HUM108* **3 Credits**

Contemporary Humanities

An exploration of human expression in contemporary arts and sciences. Prerequisites: None.

HUM201 **3 Credits**

Humanities: Universal Themes

Study of worldviews in a variety of historical and contemporary world cultures, including analysis of origin and creation myths, artistic expression, spirituality, and the natural environment. Prerequisites: None.

HUM205 **3 Credits**

Introduction to Cinema

Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

HUM206 **3 Credits**

Introduction to Television Arts

History and development of electronic media and its impact on popular arts. Prerequisites: None.

HUM210 **3 Credits**

Contemporary Cinema

A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.

HUM225 **3 Credits**

Introduction to Popular Culture

Introduction to major topics in the field of popular culture studies. Includes basic theories, methods, and concepts used to analyze popular culture texts and practices. Prerequisites: ENG101 or ENG107.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

HUM250 **3 Credits**

Ideas and Values in the Humanities

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: ENG101.

HUM251 **3 Credits**

Ideas and Values in the Humanities

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the Renaissance to modern period, including Western and Non-Western cultures. Prerequisites: ENG101.

Industry (IND)

IND110* **1 Credit**

Introduction to the Printing Industry

Brief history/introduction of graphic arts technologies including printing, photography, graphics and text. Safety and health practices, job estimating and trade customs as well as legal restrictions and requirements covered. Prerequisites: None.

IND111* **3 Credits**

Paper, Binding and Finishing Techniques

Finishing techniques and binding styles of paper. Covers paper properties, requirements, and grades. Various finishing and binding styles emphasized. Prerequisites: None.

IND112* **2 Credits**

Lithographic Inks and Offset Press Operations

Basic overview of lithographic inks and offset press operations. Sheet-fed and web-fed offset presses emphasized. Prerequisites: None.

IND133 **3 Credits**

Speaking in Business

Practical, effective speech techniques for everyday business interactions. Listening skills and stages of and barriers to the perception process. Examination of effective message preparation skills and communication styles and techniques. Interaction emphasizing conflict management and resolution in oral communication. Prerequisites: None.

Infant/Toddler Development (ITD)

ITD200 **3 Credits**

The Physical Child: Birth to Age Three

Examines the physical aspects of child growth and development in the first three years of life in the context of contemporary communities. Includes nutrition and feeding, health and safety, motor skills and exercise, neurological development, and identification of developmental delay. Prerequisites: CFS/ECH176, or CFS235, or EED205.

ITD210 **3 Credits**

Early Attachments, Relationships, and Families: Birth to Age Three

Explores the attachment process and relationships within families. Considers contemporary social contexts where children develop a concept of self, self-regulation, and interaction skills with children and adults. Examines social-emotional development, societal stresses, and supportive professional roles and responsibilities. Prerequisites: CFS/ECH176, or CFS235, or EED205.

ITD220 **3 Credits**

Cognition and Communication: Birth to Age Three

Examines the cognitive development and language acquisition of infants and toddlers. Considers the role of people and daily environments on development. Also covers disabilities and developmental delays as well as major theories and research in the field. Prerequisites: CFS/ECH176, or CFS235, or EED205.

Information Studies (IFS)

IFS201 **3 Credits**

Research in the Digital Age

Development of skills and competency in accessing, evaluating and using information resources while examining the social and historical context, as well as the technological implications of the use and organization of information. Prerequisites: A grade of "C" or better in ENG101 or ENG107.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

IFS210 **3 Credits**

Research in a Global Society

A comparative study focused on access to digital information in a global environment. Explore the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society. Examine emerging technologies to produce and distribute information across cultures in a global society in an ethical manner. Prerequisites: None. Course Notes: IFS210 may be repeated for a total of six (6) credit hours.

Interior Design (INT)

INT105 **3 Credits**

Introduction to Interior Design

Introduction to the profession of interior design, including design process, elements and principles of design, and basic concepts of space planning and furniture layout. Development of design vocabulary relative to architectural details, furnishings, and finishes. Prerequisites: None.

INT120 **3 Credits**

Modern Architecture and Furniture

Survey of the development of furniture, interiors, and architecture from the 19th Century to the present. Emphasis is on modern architects and designers. Prerequisites: None.

INT150 **3 Credits**

Color and Design

Introduction to the theory and application of color as related to the elements and principles of design. Light and its effect on color. Emphasis on the development of presentation skills for the field of interior design. Prerequisites: None.

Japanese (JPN)

JPN101 SUN# JPN1101 **5 Credits**

Elementary Japanese I

Basic grammar, pronunciation, and vocabulary of Japanese. Study of Japanese culture. Development of speaking, listening, reading and writing skills. Prerequisites: None.

JPN102 SUN# JPN1102 **5 Credits**

Elementary Japanese II

Continued study of basic grammar, pronunciation and vocabulary of Japanese. Study of the Japanese culture. Intensive practice in oral communication and development of reading and writing skills. Prerequisites: JPN101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

JPN201 SUN# JPN2201 **5 Credits**

Intermediate Japanese I

Expansion of sentence structures through oral/aural practice. Increased emphasis on reading and writing in Japanese and study of Japanese culture. Prerequisites: JPN102 or permission of Department or Division. Completion of prerequisites within the last three years is required.

JPN202 SUN# JPN2202 **5 Credits**

Intermediate Japanese II

Extensive review of Japanese grammar, development of vocabulary and idiomatic expressions through reading and writing. Continued practice of oral communication skills and study of Japanese culture. Prerequisites: JPN201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Journalism (JRN)

JRN133* **3 Credits**

Development of Small Publications

Design, plan and write newsletters, brochures, and advertisements. Desktop computer production and paste-up techniques. Computer experience and (BPC138AA or BPC138AB) suggested but not required. Prerequisites: None.

Latin (LAT)

LAT101 SUN LAT1101 **4 Credits**

Elementary Latin I

Introduction to the basic grammar and vocabulary of the Latin language. Practice reading and translating Latin into English. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LAT102 SUNS LAT1102 **4 Credits**

Elementary Latin II

Comparative study of English and Latin grammar. Emphasis on analytical thinking, memorization, and familiarization with new terminology. Translation from English and from original works in Latin. Prerequisites: LAT101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

LAT201* **4 Credits**

Intermediate Latin I

Introduction to translation technics using selections from various authors; emphasis on use of primary texts. Prerequisites: LAT102. Completion of prerequisites within the last three years is required.

LAT202* **4 Credits**

Intermediate Latin II

Refinement of translation techniques using selections from Virgil's Aeneid; emphasis on use of language and meter. Prerequisites: LAT201. Completion of prerequisites within the last three years is required.

Law Enforcement Technology (LET)

LET100* **1 Credit**

Introduction to Law Enforcement Technology

Overview of law enforcement and administration of criminal justice system. Course outlines the criminal justice process from arrest to final disposition. Also includes the relationship between the branches of government and various components of the criminal justice system. Prerequisites: Permission of Department or Division.

LET102* **4 Credits**

Criminal Investigation

Overview of specialized techniques for the investigation of various types of crimes. Includes technology in police data processing operations as well as the nature and structure of various types of specialized crimes and crime groups. Also introduces techniques for interviewing and interrogation. Prerequisites: Permission of Department or Division.

LET106 **2 Credits**

Patrol Procedures

Overview of the types and purposes of police patrol; including vehicle patrol and routine patrol procedures, mediation, and management of crisis situations. Emphasis on citizen protection, crime prevention, and identification and apprehension of suspects. Prerequisites: None.

LET109 **2 Credits**

Criminal Law

Overview of the basic concepts and terminology of statutory law. Examination of some of the most frequently used sections. Prerequisites: None.

LET110 **3 Credits**

Fundamentals of Law Enforcement

Overview of law enforcement fundamentals and components of the criminal justice system. Covers various aspects of law enforcement including the history, management and supervision, ethics and professionalism, stress management as well as victimology, interpersonal communication, crime prevention and community policing issues. Prerequisites: None.

LET111* **2 Credits**

Tactical Driving

Overview of basic defensive driving techniques, dynamics of moving vehicles, the driving task, and driving a vehicle under hazardous conditions. Includes theory of high speed vehicle control while in pursuit, methods to successfully stop fleeing vehicles, psychological and physiological factors, liability issues, and methods for reducing the risks of pursuit. Prerequisites: Permission of Department or Division.

LET112* **2 Credits**

Introduction to Juvenile Corrections

Introduction to the Arizona Department of Juvenile Corrections. Includes the philosophy, mission, vision, and goals of the department in addition to juvenile corrections statistics and jurisdiction issues. Also covers programs available to youth in the department as well as agency information policy and access. Standards of conduct also covered. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET113* **2 Credits**

Juvenile Corrections Procedures

Practical application of juvenile corrections procedures. Includes workplace safety, first aid, and cardiopulmonary resuscitation (CPR) procedures in addition to principles of staff safety in the facility. Also covers physical intervention techniques, preparation and transportation of youth, and radio and telephone communications. Report writing also covered. Prerequisites: None.

LET114* **3 Credits**

Juvenile Corrections Officer Skills

Officer skills for the juvenile corrections system. Includes cultural awareness, data security policy and procedures, and defensive driving skills. Also covers tools for and goals of behavior management and effective communication styles and skills. Contraband legalities and procedures also covered. Prerequisites: None.

LET115* **2 Credits**

Crisis Intervention in Juvenile Corrections

Overview of juvenile corrections officer skills for crisis intervention. Includes phases of the stress model and situation assessment in addition to verbal and non-verbal crisis communication. Also covers behavioral support and conflict resolution goals and limitations. Life Space Interview (LSI) steps included. Prerequisites: None.

LET116* **3 Credits**

Adolescent Treatment Issues

Adolescent treatment issues in the juvenile corrections system. Includes stages of adolescent development and development theories. Covers mental health issues and illness, disorders, and interventions in addition to types of treatments, medications, and behavioral issues. Prerequisites: None.

LET117* **3 Credits**

Juvenile Corrections Supervision

Supervisory skills for the juvenile corrections system. Includes classification principles and systems, stages of change, and case management responsibilities. Also covers indicators of and reporting requirements for child abuse, Incident Command System (ICS) responsibilities, and education team roles and responsibilities. Positive Behavioral Interventions and Support (PBIS) also covered. Prerequisites: None.

LET118* **3 Credits**

Legal Issues in Juvenile Corrections

Overview of legal issues in the Arizona Department of Juvenile Corrections (ADJC) system. Includes justice system treatment philosophies and theories as wells as adjudication, conviction, and victim`s rights. Also covers civil and criminal liability, causes of civil litigation, and civil rights concerns. Search and seizure, due process, and physical intervention principles also covered. Prerequisites: None.

LET119* **1 Credit**

Community Relations

Includes media relations, child protective services, equal employment opportunity, the importance of ethics and professionalism for good community relations, and educating the community in the area of crime prevention. Prerequisites: Permission of Department or Division.

LET120* **2 Credits**

Juvenile Corrections Housing Unit Operations

Housing unit operations for juvenile corrections officers. Includes policies for housing unit operations, supervisory procedures, and documentation in addition to behavior management goals and techniques. Also covers levels of support, group management skills, and activation procedures for the Incident Command System (ICS). Prerequisites: None.

LET125 **2 Credits**

Legal Aspects of Law Enforcement

Overview of the basic guidelines of the United States and state constitutions, focusing on those parts which deal with the rights of the individuals. Also covers laws of arrest, common civil and criminal liabilities experienced by law enforcement officers and agencies, the civil process, rules of evidence, and courtroom proceedings. Prerequisites: None.

LET127 **2 Credits**

Field Problems

Practical application of the knowledge and skills of police procedures needed to respond to various types of law enforcement problems. Emphasis on responding to simulated problem situations dealing with officer safety, interpersonal skills, problem solving, and paperwork. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET130* **2 Credits**

Detention Officer Training

Introduction to the detention field. Includes officer responsibilities with regards to discipline, conduct and dealing with inmates in the legal system. Examination of detention services, philosophy and goals also covered. Constitutional Amendments, law enforcement ethics and corruption included. Prerequisites: Permission of Department or Division.

LET132* **3 Credits**

Introduction to Correctional Law

Introduction to the legal and constitutional rights of inmates. Pre-trial, sentencing, and probation processes covered. Court cases with regards to enforcement personnel and custodial agencies discussed. Also covers inmate discipline and types of force. Prerequisites: LET130.

LET134* **2 Credits**

Special Needs Issues and Communication

Management skills for dealing with inmates with special needs. Issues related to female inmates, drug addictions, and mental disorders covered. Techniques for dealing with suicidal inmates and gang members included. Prerequisites: LET132.

LET135* **2 Credits**

Problem Solving and Crisis Management

Further examination of management techniques and tools within the detention facilities. Crisis intervention techniques covered. Also includes medical screening, inmate grievances, inmate disciplinary reports, and the reclassification system. Prerequisites: LET134.

LET136* **2 Credits**

Detention Security Procedures

Security procedures within the detention facilities. Officer responsibilities with regards to contraband, facility security, and key/tool control. Procedures for conducting searches, security walks, headcounts, and the proper use of restraints. Dealing with hostage and emergency situations covered. Prerequisites: LET135.

LET138* **1 Credit**

Detention Officer Emergency Procedures

Techniques for managing emergency situations in the detention facility including fires and medical emergencies. Skills for administrating first aid and cardiopulmonary resuscitation (CPR). Procedures for using control devices. Includes Occupational Safety and Health Administration (OSHA) safety equipment and methods as well as Sudden In-Custody Death (SICD) procedures. Prerequisites: LET136.

LET139* **2 Credits**

Detention Facility Training

Daily procedures for managing the detention facility. Includes procedures for processing inmate needs and requests, completing departmental reports and crime scene management. Operational procedures also covered. Prerequisites: LET138.

LET141* **4 Credits**

Detention Defensive Tactics

Defensive tactics training for Detention Officers. Covers defensive body mechanics, various defensive techniques, handcuffing, and search techniques as well as pressure points and the carotid control technique. Ground defense and survival skills, survival psychology and physical fitness also included. Prerequisites: Permission of Department or Division.

LET143* **3 Credits**

Physical Conditioning and Wellness

Emphasis on developing physical fitness for the participants through mental and physical conditioning, structured exercise, and classroom education. Basic elements of strength training, aerobic conditioning, flexibility, and nutrition. Prerequisites: Permission of Department or Division.

LET144* **2 Credits**

Detention Officer Field Training

Field training procedures for the detention facility officer. Includes officer communication, safety, and security as well as procedures for handling emergency situations in the detention facility. Also covers Order of Protection, Injunction against Harassment, and visitation responsibilities. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET145* **5 Credits**

Arrest/Defense Tactics

Proper use of lethal and non-lethal defensive tactics, techniques of stopping and approaching suspects in vehicles and on foot, and the custody and transportation of prisoners. Emphasis on basic safety and protection for both the officer and violator during initial contact, arrest, and transportation. Prerequisites: Permission of Department or Division.

LET146 **1 Credit**

Officer Survival

Overview of skills and techniques for officer survival. Tactical thinking, critical incident stress, entry techniques and emergency plans as well as basic high risk traffic stops and search warrants covered. Limitations of the mind and body in a crisis also covered. Prerequisites: None.

LET148* **3 Credits**

Detention Officer Field Training Lab

Application of field training procedures for the detention facility officer. Includes communication and documentation requirements as well as officer safety in the tower and on the floor. Also covers procedures for handling emergency situations and management of special populations within the detention facility. Prerequisites: Permission of Department or Division.

LET150* **3 Credits**

Firearms I

Overview of firearms usage. Covers firearms safety and nomenclature, basic firearms usage techniques, and firearms care and cleaning. Prerequisites: Permission of Department or Division.

LET151* **2 Credits**

Firearms II

Practical application of firearms usage. Covers loading and unloading ammunition, firearm safety, daytime and nighttime firing techniques and shooting positions. Emphasis on qualification courses. Prerequisites or Corequisites: LEO/LET150.

LET152* **2 Credits**

Tactical Weapons

Basic impact weapons and handgun fighting. Emphasis on handgun, expandable/straight baton and side handle baton operations, including impact weapon targets and use of force. Includes importance of physical fitness, stress factors, and techniques for engaging suspects. Prerequisites: Permission of Department or Division.

LET155* **3 Credits**

General Instructor Certification

Designed to aid persons responsible for training in the workplace. Emphasis on motivating the adult learner, systematic training, planning and evaluating performance. Prerequisites: None.

LET156* **2 Credits**

First Aid

First aid in a law enforcement environment, including impaired breathing, cardiac conditions, resuscitation, control of bleeding, movement of injured persons, shock, injury, and legal and civil issues associated with rendering emergency care. Prerequisites: None.

LET158 **2 Credits**

Fundamentals of First Aid Care for Law Enforcement

Fundamentals of first aid for the law enforcement officer. Includes the legal responsibility of the law enforcement officer in emergency situations, including tactical response considerations and documentation requirements. Covers identification and treatment of various injuries and illnesses including heart attack, stroke, and impaired breathing. Also covers procedures for performing cardiopulmonary resuscitation and use of the Automated External Defibrillator (AED). Prerequisites: None.

LET160* **1 Credit**

Correctional System Ethics and Professionalism

Overview of policies and guidelines with respect to professionalism and ethics in the correctional system. Includes workforce diversity, staff-inmate relations, and harassment issues. Also covers the definition of ethics and the basis for ethical decision making. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET162* **3 Credits**

Introduction to Inmate Management

Effective inmate management techniques. Includes components of effective management and use of officer discretion. Criminal justice system also covered. Procedures for dealing with inmate discipline and classification, grievances, and use of force determinations. Prerequisites: Permission of Department or Division.

LET164* **1 Credit**

Correctional Information Systems

Overview of policies and guidelines for professional and effective distribution of information within the correctional system, including regulations governing two-way radio operation and use of a field notebook. Prerequisites: Permission of Department or Division.

LET166* **2 Credits**

Correction Officers Safety and Weapon Training

Basic shooting principles of the weapons used by correctional officers. Includes nomenclature, handling, loading and firing of the service handgun, rifle, shotgun and 37mm gas gun. Lawful use of chemical agents including identification, coding, delivery and decontamination procedures. Prerequisites: Permission of Department or Division.

LET167* **2 Credits**

Correctional Sergeant Leadership

Examination of leadership skills, duties and responsibilities, and procedures for sergeants in correctional facilities. Includes leading and creating an environment that motivates employees, effective communication, professionalism, and staffing/roster management procedures. Also covers procedures for the Incident Command System (ICS), Designated Area Response Team (DART), and performance evaluations for correctional employees. Prerequisites: Permission of Department or Division.

LET168* **2 Credits**

Inmate Security Procedures I

Procedures for dealing with inmate security. Includes progressive behavior control and protective segregation. Inmate count, personal property inventory, mail handling procedures, and forced cell move procedures also covered. Prerequisites: Permission of Department.

LET169* **3 Credits**

Inmate Security Procedures II

Security procedures for handling inmates. Covers searches, contraband, monitoring of inmates and perimeter checks. Transportation of inmates, use of restraints and driving skills including preventable collisions included. Prerequisites or Corequisites: LET168.

LET170* **2 Credits**

Security, Custody and Control Procedures

Procedures for maintaining security and control within a correctional institution. Includes custody levels, roles of staff and essential components with regards to span-of-control. Also covers procedures for dealing with crime scene management, fires and emergency situations. Prerequisites: Permission of Departmental or Division.

LET172* **2 Credits**

Conflict and Crisis Management

Conflict and crisis management techniques for correctional institutions. Effecting positive, non-forceful resolutions to potentially violent situations. Emphasis on officer and inmate safety. Prerequisites: Permission of Department or Division.

LET176* **2 Credits**

Medical and Mental Health

Responsibilities of the correctional system staff with regards to medical and mental health of inmates. Includes basic first aid, basic life support, and supervision and care for mentally ill and impaired inmates. Also includes drug and substance abuse and communicable disease control. Prerequisites: Permission of Department or Division.

LET178* **3 Credits**

Physical Fitness and Self-Defense Training

Physical and self defense training for correctional officers. Emphasis on aerobic power, muscular strength, endurance, and flexibility. Includes necessary and legal self defense along with techniques for protection of self and others in physical confrontations. Also includes training guidelines, safety issues and the benefits of good physical fitness. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET179* **2 Credits**

Traffic Enforcement Procedures

Overview of operational procedures for traffic enforcement officers. Covers pursuits, roadblocks, and report writing as well as sudden custody death syndrome. Incident command system also covered. Prerequisites: Permission of Department or Division.

LET183* **2 Credits**

Traffic Offenses

Transportation law provisions. Covers Arizona Revised Statute (ARS) Title 28, drug transportation, and contraband as well as civil and criminal traffic laws. Traffic offenses, violation name, and classification included. Prerequisites: Permission of Department or Division.

LET188* **3 Credits**

Vehicle Inspection

Commercial vehicle inspection procedures. Covers driver and vehicle commercial transportation regulated by Arizona Revised Statutes (ARS) 28 and 29. Includes transportation of hazardous materials, various vehicle components and systems, towaway operations, and inspection reports. Permission of Department or Division.

LET190* **1 Credit**

Human Communications and Relations

Overview of human communication and human relations, with special emphasis on techniques used to overcome problems of communication. Covers various communication methods used in dealing with the community and techniques for handling crisis situations. Prerequisites: Permission of Department or Division.

LET195* **2 Credits**

Proficiency Skills for Fire Investigators

Proficiency skills required of the fire investigator. Includes physical conditioning and wellness as well as defensive tactics and vehicle operations. Prerequisites: Permission of Department or Division.

LET196* **1 Credit**

Patrol Procedures for Fire Investigators

Patrol and off-duty responsibilities procedures for fire investigators. Includes domestic violence authority as well as priorities for handling crimes in progress. Also covers communication procedures and restrictions. Prerequisites: Permission of Department or Division.

LET197* **2 Credits**

Firearms for Fire Investigators

Firearms training for the fire investigator. Includes firearm safety and procedures, including daytime and nighttime firing techniques and shooting positions. Practical application in a field environment. Prerequisites: Permission of Department or Division.

LET198* **1 Credit**

Criminal Investigations for Fire Investigators

Overview of procedures for conducting special criminal investigations. Responsibilities of the fire investigator with regard to death investigations, and assault and burglary cases. Also covers gangs and gang activity in addition to narcotics and dangerous drug investigations. Prerequisites: Permission of Department or Division.

LET201* **2 Credits**

Physical Fitness Instructor Certification

Covers skills necessary to instruct and conduct physical fitness tests using the Cooper Institute for Aerobics Research standards and the Peace Officer Physical Aptitude Test (POPAT) standards. Also covers basics of human anatomy, strength training and aerobic conditioning as well as nutrition and prevention of injuries. Prerequisites: Permission of Department or Division.

LET202 **2 Credits**

Traffic Procedures

Overview of traffic procedures. Includes citations and warnings, traffic control, accident investigation, and dealing with impaired drivers. Prerequisites: None.

LET203 **2 Credits**

Report Writing

Overview of types of parts of reports. Includes elements of composition; characteristics of reports; substance; conclusions; statistics; accurate and complete descriptions of persons and property; and the importance of notes, their preservation, and final use. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET211 **2 Credits**

Criminalistics

Study of fingerprinting, crime scene processing, preliminary investigations and crime scene management. Prerequisites: None.

LET223 **1 Credit**

Search and Seizure

Overview of statutes, constitutional requirements, and case law covering search and seizure. Includes procedures for obtaining and serving a search warrant, as well as, procedures for searching persons, premises and vehicles. Prerequisites: None.

LET224 **4 Credits**

Crime Scene Investigations

Techniques for conducting a crime scene investigation. Includes crime scene documentation and artist sketching as well as the identification, preservation and collection of evidence. Interviews and interrogations, information sources, and report preparation also covered. Prerequisites: None.

LET225* **4 Credits**

Investigator Training

Police Detective Training. Emphasis on investigations, search and seizure, legal aspects of interview and interrogation, report writing, case management, and field problem scenarios. Prerequisites: Must be a certified police officer or have permission of Department or Division.

LET226* **6 Credits**

Arrest and Defense Tactics Instructor Training

Techniques for instructing students in arrest and defense tactics. Includes approaching suspects, use of equipment, and officer responsibilities as well as handcuffing and transporting prisoners. Use of force and liability issues, pressure points and impact weapons also covered. Close Quarter Crisis Management and psychological factors emphasized. Prerequisites: Permission of Department or Division.

LET229* **2 Credits**

High Risk Situations/Instructor Training

Techniques for instructing students in high risk/known risk situations. Includes pre-stop procedures, primary and back-up officer responsibilities, suspect removal, and vehicle positioning. Prerequisites: None.

LET241* **3 Credits**

Public Safety Report Writing

Overview of public safety report preparation and writing. Emphasis on critical thinking and communication skills. Field notes and report preparation steps as well as format and characteristics included. Also covers public safety report usage. Prerequisites: None.

LET243 **4 Credits**

Search Warrant Preparation

Overview of statutes, constitutional requirements, and case law covering searches, seizures, and detentions relative to the search warrant process. Includes procedures and tactical considerations for obtaining and serving search warrants. Also covers review and documentation of probable cause related to property, persons, and drug-related crimes within a search warrant affidavit as well as search warrant draft procedures. Prerequisites: LET225 or permission of Department or Division.

LET250* **2 Credits**

DUI Detection

Overview of alcohol-related DUI enforcement and general deterrence, DUI detection and description techniques, legal statutes, Standardized Field Sobriety Test (SFST`s) procedures, DUI arrest process, report writing, courtroom testimony techniques and drug detention techniques. Prerequisites: Permission of Department or Division.

LET260* **3 Credits**

Traffic Accident Investigation

Overview of accident investigation techniques. Types of friction marks, debris, physical evidence on the roadway and from the vehicle. Human factors and reaction times also covered. Measurement and calculations emphasized. Prerequisites: MAT102 or permission of instructor.

LET279AA* **4 Credits**

Field Training: Phase I

Introduction to the Field Training Program. Overview of standards for officers in training. Also includes vehicle inspection, traffic stops, writing citations, and field interview cards. Use of the radio and Mobil Data Terminal (MDT) covered. Integration of radio and MDT use while driving patrol emphasized. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

LET279AB* **4 Credits**

Field Training: Phase II

Field training communication skills. Procedures for interview and interrogation skills, as well as strategies for conflict resolution. Covers standards for effective report writing in addition to requirements for callback, arrest and field reports. Also includes procedures for completing bookings. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division

LET279AC* **5 Credits**

Field Training: Phase III

Continuation of field training. Procedures in arrest of suspects driving under the influence (DUI) and for investigating accidents emphasized. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division.

LET279AD* **4 Credits**

Field Training: Phase IV

Culmination of field training. Self initiated field activity, `On-view` cases emphasized. Integration of recognizing activity that is suspicious in nature or illegal and appropriate action. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division

LET282 **4 Credits**

Police Roles and Responsibilities

Analysis of the various roles and responsibilities of law enforcement agencies and officers. Interaction with other elements of the criminal justice system included. Also covers jurisdiction issues and relationships, adult justice systems and juvenile justice systems. Prerequisites: None.

LET284 **4 Credits**

Professionalism Within Policing

Examination of police authority and responsibilities with an emphasis on ethical decision-making. Includes organizational strategies for promoting high levels of integrity and professionalism. Case law with relation to organizational and individual officer liability also covered. Prerequisites: None.

LET285AA* **1 Credit**

Current Issues in Law Enforcement Technology

Course in law enforcement technology with an emphasis on current issues not covered in other law enforcement courses. Prerequisites: None. Course Notes: LET285AA may be repeated for a total of four (4) credit hours.

LET285BA **2 Credits**

Current Issues in Law Enforcement Technology

Course in law enforcement technology with an emphasis on current issues not covered in other law enforcement courses. Prerequisites: None. Course Notes: LET285BA may be repeated for a total of four (4) credit hours.

LET285CA* **3 Credits**

Current Issues in Law Enforcement Technology

Course in law enforcement technology with an emphasis on current issues not covered in other law enforcement courses. Prerequisites: None. Course Notes: LET285CA may be repeated for a total of four (4) credit hours.

LET286 **4 Credits**

Modern Policing Strategies

Overview of community policing programs and problem-solving models. Covers the origins, meaning and development of policing programs. Contemporary programs covering the implementation and evaluation of community policing strategies are emphasized. Prerequisites: None.

Management (MGT)

MGT101 **3 Credits**

Techniques of Supervision

Overview of the foundations of supervision and how to get things done within an organization through other people. The functions of planning, organizing, staffing, motivating and controlling presented. Prerequisites: None.

MGT175 **3 Credits**

Business Organization and Management

Covers basic principles of managing quality and performance in organizations. Covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

MGT179 **3 Credits**

Utilizing the Human Resources Department

Provides the opportunity to learn how to appropriately utilize the human resources department within an organization in order to improve job performance. Topics include staffing, training, and development, manpower planning, compensation and benefits, federal labor laws and why people seek outside representation. Prerequisites: None.

MGT180 **3 Credits**

Retail Management

The role of management in retailing and retail performance. Challenges and processes of retail management across various institutions. Prerequisites: None.

MGT229 **3 Credits**

Management and Leadership I

Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.

MGT230 **3 Credits**

Management and Leadership II

Includes practical applications of activities, issues, and problems related to current managerial and supervisory skills and talents. Prerequisites: MGT229 or permission of Department or Division.

MGT251 **3 Credits**

Human Relations in Business

Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested, but not required.

MGT253 **3 Credits**

Owning and Operating a Small Business

Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.

MGT270AB* **2 Credits**

Management Internship

Management work experience in a business or industry. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: MGT270AB may be repeated for a total of six (6) credit hours.

MGT276 **3 Credits**

Personnel/Human Resources Management

Human resource planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None. MGT101, or MGT175, or MGT229 suggested but not required.

Marketing (MKT)

MKT112* **1 Credit**

Retail Customer Service

Introduction to the field of retail sales. Emphasis on customer service and sales techniques. Prerequisites: None.

MKT114* **1 Credit**

Retail Inventory Control

Retail inventory control procedures. Emphasis on the role of the professional sales associate within a retail company and in the handling of merchandise. Prerequisites: MKT112.

MKT267* **3 Credits**

Principles of Salesmanship

Analyzes and applies the steps and techniques used in personal selling. Highlights the role of the professional sales representative and his/her functions as they relate to the company's mission and customer expectations. Prerequisites: None.

MKT268 **3 Credits**

Merchandising

Surveys structure and operation of retail organizations. Emphasizes merchandising to include price, location, time promotion and quantity. Prerequisites: None. MKT271 suggested but not required.

MKT271 **3 Credits**

Principles of Marketing

An analysis of the marketing process and environment with regard to the product, pricing, distribution, and communication in order to satisfy buyer needs. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

MKT296WA* **1 Credit**

Cooperative Education

Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.

Mathematics (MAT)

MAT082 **3 Credits**

Basic Arithmetic

Primary emphasis placed on fundamental operations with whole numbers, fractions, decimals, integers, and rational numbers; proportions, and percentages. Other topics include representations of data, geometric figures, and measurement. Prerequisites: Satisfactory score on district placement exam. Course Notes: Students may receive credit for only one of the following: MAT081, MAT082, or MAT083.

MAT092 **3 Credits**

Introductory Algebra

Linear behavior; linear equations and inequalities in one and two variables; graphs; systems of equations in two variables; function notation, graphs, and data tables; operations on polynomials; properties of exponents; applications. Prerequisites: A grade of "C" or better in MAT082 or successful completion of required Maricopa Modules or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT090, MAT091, MAT092, or MAT093. MAT102, completed with a grade of "C" or better prior to Fall 2015, meets course prerequisite.

MAT112 **3 Credits**

Mathematical Concepts and Applications

A problem solving approach to mathematics as it applies to real-life situations. Development, use and communication of mathematical concepts and applications that relate to measurement, percentage, practical geometry, statistics, finance, and unit conversions. Prerequisites: A grade of "C" or better in MAT090, or MAT091, or MAT092, or MAT093, or successful completion of Maricopa modules, or satisfactory score on District placement exam.

MAT122 **3 Credits**

Intermediate Algebra

Analysis of rational, radical, quadratic and exponential equations, functions and applications; graphs of radical, quadratic and exponential functions; operations on polynomial, rational, and radical expressions. Prerequisites: (A grade of "B" or better in MAT090, or MAT091, or MAT092, or MAT093), or successful completion of required Maricopa Modules, or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT120, MAT121, or MAT122.

MAT142 SUN# MAT1142 **3 Credits**

College Mathematics

College-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finance, and geometry. Prerequisites: (A grade of "B" or better in MAT090, or MAT091, or MAT092, or MAT093), or successful completion of Maricopa Modules, or satisfactory score on District placement exam, or a grade of "C" or better in MAT120, or MAT121, or MAT122. Course Notes: Students may receive credit for only one of the following: MAT140, MAT141, or MAT142.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

MAT150* **5 Credits**

College Algebra/Functions

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of "C" or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam. Course Notes: May receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT151 SUN# MAT1151 **4 Credits**

College Algebra/Functions

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of "C" or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT152* **3 Credits**

College Algebra / Functions

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of B or better in MAT120 or MAT121 or MAT122 or equivalent or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT172 **3 Credits**

Finite Mathematics

An introduction to the mathematics required for the study of social and behavioral sciences. Includes combinatorics, probability, descriptive statistics, matrix algebra, linear programming and the mathematics of finance. Includes applications of technology in problem-solving. Prerequisites: Grade of "C" or better in MAT150, or MAT151, or MAT152, or MAT187 or equivalent, or satisfactory score on District placement exam.

MAT182 **3 Credits**

Plane Trigonometry

A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution. Prerequisites: Grade of C or better in MAT150 or MAT151 or MAT152 or equivalent or concurrent registration in MAT150 or MAT151 MAT152 or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT182 or MAT187.

MAT187 SUN# MAT1187 **5 Credits**

Precalculus

A precalculus course combining topics from college algebra and trigonometry. Preparation for analytic geometry and calculus. Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on a placement test. Course Notes: Strongly recommended that students have some knowledge of trigonometry. Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT206 SUN# MAT1160 **3 Credits**

Elements of Statistics

Basic concepts and applications of statistics, including data description, estimation and hypothesis tests. Prerequisites: (A grade of "C" or better in MAT140 or MAT141 or MAT142) or (A grade of "C" or better in MAT150 or MAT151 or MAT152) or equivalent, or satisfactory score on District placement exam.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

MAT212 SUN# MAT2212 **3 Credits**

Brief Calculus

Introduction to the theory, techniques and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: Grade of "C" or better in MAT150, or MAT151, or MAT152, or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

MAT217 **3 Credits**

Mathematical Analysis for Business

An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions. Prerequisites: Grade of C or better in MAT212 or MAT213.

MAT220* SUN# MAT2220 **5 Credits**

Calculus with Analytic Geometry I

Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of "C" or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT220 or MAT221.

MAT221 **4 Credits**

Calculus with Analytic Geometry I

Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of "C" or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Student may receive credit for only one of the following: MAT220 or MAT221.

MAT225* **3 Credits**

Elementary Linear Algebra

Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: Grade of "C" or better in MAT212 or MAT220, or MAT221, or equivalent.

MAT231 **4 Credits**

Calculus with Analytic Geometry II

Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: Grade of "C" or better in MAT220, or MAT221, or equivalent. Course Notes: Student may receive credit for only one of the following: MAT230 or MAT231.

MAT241 SUN# MAT2241 **4 Credits**

Calculus with Analytic Geometry III

Multivariate calculus including vectors, vector-valued functions, partial differentiation, multiple integration and an introduction to vector fields. Prerequisites: Grade of "C" or better in MAT230 or MAT231. Course Notes: Student may receive credit for only one of the following: MAT240 or MAT241.

MAT256 **4 Credits**

Investigating Quantity: Number, Operations and Numeration Systems

Explore number, numeration systems and operations on numbers. Techniques of problem solving with an emphasis on exploring a variety of strategies. Use a variety of visualization techniques to develop a conceptual understanding of these topics. Prerequisites: A grade of "C" or better in (MAT150 or MAT151 or MAT152 or higher), or a grade of "C" or better in [(MAT120 or MAT121 or MAT122) and (MAT140 or MAT141 or MAT142 or higher)], or [a grade of "C" or better in (MAT140 or MAT141 or MAT142) and satisfactory score on District placement exam to permit enrollment in (MAT150 or MAT151 or MAT152 or higher)]. Course Notes: MAT256 is designed to meet requirements for prospective elementary education teachers.

MAT257 **4 Credits**

Investigating Geometry, Probability and Statistics

Explores geometry, measurement, probability and statistics. Uses visualization, technologies, problem solving, reasoning and proof to develop a conceptual understanding of these topics. Prerequisites: MAT256 or permission of Instructor. Course Notes: MAT257 is designed to meet the requirements for prospective elementary education teachers.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

MAT262* SUN# MAT2262 **3 Credits**

Differential Equations

Ordinary differential equations with applications including LaPlace transforms with numerical methods. Prerequisites: Grade of "C" or better in MAT230 or MAT231 or equivalent.

MAT276* **4 Credits**

Modern Differential Equations

Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of C or better in MAT230 or MAT231 or permission of Department or Division.

MAT277* **3 Credits**

Modern Differential Equations

Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of "C" or better in MAT230, or MAT231, or permission of Department or Division.

Music: History/Literature (MHL)

MHL140 **3 Credits**

Survey of Music History

Study of composers, compositions, styles, and periods in music history. Prerequisites: None.

MHL143 **3 Credits**

Music in World Cultures

Non-European musical traditions including the study of music in rituals, musical instruments and the impact of cultures on musical styles. Prerequisites: None.

MHL145 **3 Credits**

American Jazz and Popular Music

The study of cultural and social contributions to the evolution of American jazz and popular music from the mid-1800's to present. Prerequisites: None.

MHL153 **3 Credits**

Rock Music and Culture

History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None.

Music: Performance (MUP)

MUP131* **2 Credits**

Class Piano I

Development of beginning piano techniques and the fundamentals of music including basic hand position, music reading skills of melodic and harmonic material, major scales, transposition, and harmonizations including the I, IV, V7 chords. Prerequisites: None

Music: Theory/Composition (MTC)

MTC105* **3 Credits**

Music Theory I

The chronological study of music theory including: harmony, melody, texture, structure and timbre through analysis, original compositions and basic exercises to demonstrate musical concepts. Prerequisites: MTC100, or MTC101, or permission of instructor. Corequisites: MTC106.

MTC106* **1 Credit**

Aural Perception I

The development of listening and performing skills through dictation, sight singing and keyboard harmony. Prerequisites: None. Corequisites: MTC105.

Nursing: Continuing Education (NCE)

NCE228 **3 Credits**

Holistic Nursing Fundamentals-Certification Exam Preparation

Preparation for the holistic nursing certification examination. Includes holistic nursing philosophy, foundations, core values, standards, and principles. Covers self-care and self-reflection, theories, Integrative Health and Wellness Assessments (IHWA), in addition to development of, goals, and strategies for implementation of individualized care plans. Also includes complementary modalities as well as theories and research in the field of holistic nursing. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Office Automation Systems (OAS)

OAS107* **1 Credit**

Professional Telephone Techniques

Proper telephone techniques and professional business manners Prerequisites: None.

OAS120* **3 Credits**

Financial Record Keeping

Computerized application of concepts and procedures of office record keeping; includes finance and personnel records, inventory systems, banking procedures and cash control; decision-making process for solving financial problems. Prerequisites: None.

OAS125* **3 Credits**

Introduction to the Professional Office

Expectations of the professional in the electronic office of today. Realistic and practical coverage of roles, responsibilities, and environment. Prerequisites: None.

Paralegal Studies (PAR)

PAR102 **3 Credits**

Foundations of the Paralegal Profession

Introduction to the responsibilities and ethical standards of a paralegal. Provides an overview of the legal system and role of the paralegal within the system. Emphasis on professional development in addition to an overview of required skills. Prerequisites: None.

PAR104 **3 Credits**

Ethics for the Paralegal

Paralegal rules of professional responsibility and ethical requirements. Includes regulation of the profession as well as unauthorized practice of law and confidentiality. Also covers conflict of interest, competence and negligence. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR106 **3 Credits**

Legal Foundations for Paralegals

Legal principles of tort, contract, and criminal law. Includes roles and responsibilities of court systems, the legal community and the paralegal. Also covers procedures for preparing cases for trial, adjudication, and post-trial. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR112 **3 Credits**

Paralegal Fundamentals of Litigation

Responsibilities of the paralegal in the civil litigation process. Includes review of the American court system and techniques for case investigation. Also covers case management and evidence procedures as well as settlements and pleadings. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR114 **3 Credits**

Paralegal Litigation

Criminal and civil litigation responsibilities of the paralegal in the areas of discovery, depositions, and pretrial procedures. Includes preparation of clients, witnesses, and exhibits for the courtroom. Also covers responsibilities of the paralegal in the evidentiary phase of trial, post-trial, and the appeals process in addition to collection and enforcement of judgments. Prerequisites: PAR112.

PAR206 **3 Credits**

Paralegal Business Law

Overview of business law for the paralegal. Includes a review of basic contract formation and enforcement. Also covers property and ownership characteristics and operations in addition to a comparison of various types of business organizations. Prerequisites: PAR106 and PAR114.

PAR208 **3 Credits**

Introduction to Tort Law

Introduction to tort law and the responsibilities of the paralegal. Includes elements of types of various types of torts, negligence and defenses in addition to classification of and legal issues pertaining to damages. Also covers insurance and its application to tort law as well as procedures for records evaluation and calculation of net settlements. Prerequisites: PAR106 and PAR114.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

PAR220 **3 Credits**

Paralegal Writing

The use of proper grammar, punctuation, and spelling in the construction of sentences and the development of paragraphs. Covers various types of legal writing including memorandum of law, persuasive writing and legal correspondence. Analysis and application of the writing process to produce well-written documents commonly used in the practice of law. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101) or equivalent as indicated by assessment).

PAR222 **3 Credits**

Paralegal Research

Role of the paralegal in the legal research process. Includes various types of and sources for legal research. Also covers components and use of case law and briefs in addition to use of secondary sources and digests. Prerequisites: PAR106.

PAR224 **3 Credits**

Law Office Technology for the Paralegal

Technology resources and procedures for the law office. Includes types of hardware and software in addition to office security. Also covers paperless office and electronic research procedures as well as use of trial presentation software. Prerequisites: PAR104.

PAR230 **3 Credits**

Family Law for the Paralegal

Paralegal responsibilities in the area of family law. Includes procedures for the initial client interview as well as drafting of applicable documents in dissolution, post-decree, and custody proceedings. Also covers discovery tools and procedures in addition to methods for valuation and division of assets. Prerequisites: PAR114.

PAR231 **3 Credits**

Elder Law for the Paralegal

Paralegal responsibilities in the area of elder law. Covers characteristics of aging and the accompanying diseases. Also includes procedures for drafting advance directive and financial and estate planning documents. Entitlement programs, health care rights, elder abuse and end of life issues also covered. Prerequisites: PAR114.

PAR232 **3 Credits**

Bankruptcy Law for the Paralegal

Paralegal responsibilities in the area of bankruptcy law. Emphasis on chapters 7, 11, and 13 of the bankruptcy code of Title 11 of the United States Code. Also covers bankruptcy documentation, automatic stay, dischargeable and nondischargeable debts, and bankruptcy case dismissals, conversions, and transfers. Prerequisites: PAR114.

PAR233 **3 Credits**

Real Estate Law for the Paralegal

Paralegal responsibilities in the area of real estate law. Covers real estate transactions and agreements of sale as well as title and deed procedures. Also includes procedures for completing title abstractions and legal documentation pertinent to arbitration and foreclosure. The role of the paralegal in completing real estate client interviews also covered. Prerequisites: PAR114.

PAR234 **3 Credits**

Administrative Law for the Paralegal

Paralegal responsibilities in the area of administrative law. Overview of types and sources of administrative law. Includes accountability, agency discretion and due process in addition to delegation and rule-making. Also covers agency investigations and adjudication procedures. Prerequisites: None.

PAR235 **3 Credits**

Corporate Law for the Paralegal

Paralegal responsibilities in the area of corporate law. Includes types and structure of corporations in addition to procedures and documents for incorporation. Also covers procedures for securing and distributing capital along with shareholder rights and responsibilities. Characteristics of mergers, acquisitions and consolidations also covered. Prerequisites: PAR114.

PAR236 **3 Credits**

Estate Law for the Paralegal

Paralegal responsibilities in the area of estate law. Includes estate planning and administration. Covers procedures for preparing wills and trusts in addition to handling probate issues. Prerequisites: PAR114.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

PAR237 **3 Credits**

Paralegals and Environmental Law

Overview of role and key responsibilities of a paralegal supporting environmental law concerns. Covers the essentials of environmental law, including types of organizations and agencies. Also covered, process of environmental laws and rulemaking with an emphasis on major environmental acts. Prerequisites: PAR106 or permission of Department or Division.

PAR238 **3 Credits**

Paralegals and Immigration Law

Overview of role and key responsibilities of a paralegal working with immigration law cases. Includes immigration laws and essentials of federal regulations. Covers process and procedures for citizenship and naturalization including, establishing temporary and permanent legal citizenship and types of visas. Also includes process for application and appeals. Prerequisites: PAR106 or permission of Department or Division.

PAR239 **3 Credits**

Legal Investigation

Overview of role and key responsibilities of a legal investigator. Covers the process for conducting an interview including discovery methods and research techniques. Also covers procedures for documenting and writing accurate statements and preparing legal evidence and exhibits for trial. Prerequisites: PAR106 or permission of Department or Division.

PAR260 **1 Credit**

Paralegal Internship Skills

Overview of the essential skills necessary for the paralegal student in the internship environment. Covers essential skills, self-evaluation and resources available to the paralegal. Prerequisites: None.

PAR290AB **2 Credits**

Internship for the Paralegal

Paralegal work experience in industry. Eighty (80) hours of designated work per credit. Prerequisites: PAR260 and permission of Department or Division.

Pharmacy Technology (PHT)

PHT104 **1 Credit**

Pharmacology for Pharmacy Technicians

Overview of pharmacology for pharmacy technicians. Includes drug conversion factors and dosage calculations as well as disease states and biopharmaceutics. Prerequisites: Permission of Department or Division.

PHT120 **3 Credits**

Pharmacy Technician Responsibilities

Responsibilities and skills of pharmacy technicians. Emphasis on federal and state laws, prescription entry and fulfillment, drug regulations, and drug calculations, as well as pharmaceutical products, abbreviations, and terminology. Includes inventory management, administration routes, financial issues, and pharmacy environments. Prerequisites: None.

Philosophy (PHI)

PHI101 SUN# PHI1101 **3 Credits**

Introduction to Philosophy

General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God. Prerequisites: None.

PHI216 **3 Credits**

Environmental Ethics

Philosophical consideration of diverse theories and perspectives on the environment, and application of these theories to global moral issues such as animal rights, preservation of wilderness and species, population, world hunger and poverty, and air and water pollution. Prerequisites: None.

Physical Science (PHS)

PHS110 **4 Credits**

Fundamentals of Physical Science

Survey of the principles of physics and chemistry. Prerequisites: Grade of "C" or better in MAT090, or MAT091, or MAT092, or MAT093, or equivalent, or satisfactory score on Math placement exam.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

PHS120 **4 Credits**

Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography

Designed primarily for students with limited background in physical science and mathematics and for non-science majors. Topics from astronomy, meteorology, geology and oceanography. A laboratory course designed to help the students learn the basic laws and facts of the physical sciences which provide the starting points for scientific thought and speculations. May not receive credit for both PHS120 and GLG106. Prerequisites: None.

Physics (PHY)

PHY101 **4 Credits**

Introduction to Physics

A survey of physics emphasizing applications of physics to modern life. Prerequisites: Grade of C or better in MAT090 or MAT091 or MAT092 or MAT093 or equivalent or satisfactory score on Math placement exam. Course Notes: Students may receive credit for only one of the following: PHY101 or PHY101AA.

PHY111 SUN# PHY1111 **4 Credits**

General Physics I

Includes motion, energy, and properties of matter. Prerequisites: MAT182, or MAT 187, or one year high school Trigonometry with a grade of C or better, or permission of Department or Division. Course Notes: PHY111 is recommended for preprofessional and suggested for certain other majors. Students may receive credit for only one of the following: PHY111 or PHY111AA.

PHY112 SUN# PHY1112 **4 Credits**

General Physics II

Includes electricity, electromagnetism, and modern physics. Prerequisites: PHY105 or PHY111.

PHY115* **5 Credits**

University Physics I

General physics course using calculus to develop the principles of mechanics and thermodynamics. Recommended for majors in the sciences and mathematics. Required for Engineering majors. Prerequisites: MAT220 or MAT221 or permission of Department or Division. Corequisites: MAT230 or MAT231. One year High School physics or PHY111 and PHY112 is strongly recommended.

PHY121* SUN# PHY1121 **4 Credits**

University Physics I: Mechanics

Kinematics, Newton's laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluids, mechanical waves, and sound. Prerequisites: MAT220, or MAT221, or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required.

Political Science (POS)

POS101* **1 Credit**

Current Issues

Introduction to current issues in politics, economics, social relations, foreign affairs. Presentations by local, state and national civic and cultural leaders. Prerequisites: None. Course Notes: POS101 may be repeated for a total of two (2) credit hours.

POS110 SUN# POS1110 **3 Credits**

American National Government

Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

POS140* SUN# POS2204 **3 Credits**

Comparative Government

Overview and evaluation of the sub-field of comparative politics. Covers various national governments from around the world: their structure, system, method of governance. Examines methods of assessing these governments. Prerequisites: None.

POS220 **3 Credits**

U.S. and Arizona Constitution

Examination of the United States Constitution and the constitution and government of the State of Arizona. Prerequisites: None.

POS221 **1 Credit**

Arizona Constitution

Examination of the Constitution of the State of Arizona. Equivalent to the second part of POS220. May not enroll in POS220 and POS221 concurrently. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

POS222 **2 Credits**

U.S. Constitution

Examination of the United States Constitution. Equivalent to the first part of POS220. Prerequisites: None. Course Notes: Students may not enroll in POS220 and POS222 concurrently.

Property Management (PRM)

PRM110 **1 Credit**

Legal Aspects for Property Management

Overview of property management legalities. Includes lease agreements, vendor contracts, law principles, and eviction notices. Also covers federal regulations and compliance guidelines relative to fair housing, employment law, and resident screening. Prerequisites: None. Corequisites: PRM112, PRM114, and PRM116.

PRM112 **1 Credit**

Property Management Procedures

Procedures for property managers. Covers effective customer service and communication skills. Includes budgets, occupancy, and methods for collecting and adjusting rent rates. Also covers property maintenance, reports and records. Prerequisites: None. Corequisites: PRM110, PRM114, and PRM116.

PRM114 **1 Credit**

Property Risk Management

Overview of property risk management. Includes minimizing risks, property hazards, emergency plans, and Occupational Safety and Health Administration (OSHA) standards. Also covers loss prevention and control, financing the risk, and insurance liabilities. Prerequisites: None. Corequisites: PRM110, PRM112, and PRM116.

PRM116 **1 Credit**

Property Valuation and Market Analysis

Overview of property valuation and property market analysis, as well as property marketing and advertising. Factors involved in investment decisions and advantages and disadvantages of property investment included. Also covers effects of demographics, property layout, features, and rent on apartment markets. Prerequisites: None. Corequisites: PRM110, PRM112, and PRM114.

PRM120 **2 Credits**

Apartment Property Leasing

Apartment leasing principles, including responsibilities of a leasing professional. Includes initiating the leasing process, renting an apartment home, and moving in the new resident. Review product and market knowledge to better serve the community and legal aspects for leasing arrangements. Prerequisites: None.

Psychology (PSY)

PSY101 SUN# PSY1101 **3 Credits**

Introduction to Psychology

To acquaint the student with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal. Prerequisites: None.

PSY132* **3 Credits**

Psychology and Culture

Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts within western and global societies. Highlights topics in cross-cultural psychology, such as intergroup relations, diverse cognitive styles, ethnocentrism, gender, personality, emotion, language, communication, work and health. The role of enculturation throughout the lifespan will be explored to increase awareness of how behavioral and cognitive principles affect interactions in a multicultural world. Prerequisites: None.

PSY201AC **3 Credits**

Selected Issues in Psychology

In-depth investigation of topical issues in Psychology. Promotes understanding of the psychological theory, application, and critical reasoning about the selected psychological issues and topics. Potential topics may include, but not limited to, parenting, gender, applied cognitive psychology, personality, perception, applied-experimental interventions, motivation, emotion, cultural psychology, methodology paradigms, history and systems, development, and intelligence. Prerequisites: PSY101 or permission of Instructor. Course Notes: PSY201AC may be repeated with change of topic.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

PSY230 **3 Credits**

Introduction to Statistics

An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: PSY101 with a grade of "C" or better and MAT092 or equivalent, or permission of Instructor.

PSY240 **3 Credits**

Developmental Psychology

Human development from conception through adulthood. Includes: physical, cognitive, emotional and social capacities that develop at various ages. Recommended for students majoring in nursing, education, pre-med, and psychology. Prerequisites: PSY101 with a grade of "C" or better, or permission of Instructor.

PSY250 **3 Credits**

Social Psychology

The scientific study of how people's thoughts, feelings, and behaviors are influenced by other people and situations. Includes how we think about ourselves and others, persuasion and influence, sexual and romantic attraction, friendship and helping others, aggression and prejudice. Prerequisites: PSY101 with a grade of "C" or better, or permission of Instructor.

PSY260 **3 Credits**

Psychology of Personality

Introduction to theories of personality with emphasis upon application of specific theories towards the understanding of individuals. Prerequisites: PSY101 with a grade of "C" or better, or permission of Instructor.

PSY266 **3 Credits**

Abnormal Psychology

Distinguishes between normal behavior and psychological disorders. Subjects may include stress disorders, problems with anxiety and depression, unusual and abnormal sexual behavior, schizophrenia and addictive behaviors. Causes and treatments of psychological problems and disorders are discussed. Prerequisites: PSY101 with a grade of "C" or better, or permission of Instructor.

PSY290AB **4 Credits**

Research Methods

Planning, execution, analysis, and written reporting of psychological research using American Psychological Association guidelines (APA). Surveys the literature, procedures, and instruments in representative areas of psychological research. Prerequisites: ENG101, or ENG107. Prerequisites or Corequisites: PSY230 with a grade of "C" or better, or permission of Instructor.

Public Administration (PAD)

PAD100 **3 Credits**

21st Century Public Policy and Service

Introduction to topics pertaining to public policy and public service in the 21st century. Includes formation, implementation, and evaluation procedures for public policy, as well as roles and agendas of policy makers and public administrators. Also covers careers in public service/administration and an evaluation of essential skills necessary for a career in public service. Prerequisites: None.

PAD102* **2 Credits**

Legal Services: Office Essential Skills

Overview of essential workplace skills for legal services. Includes fundamental knowledge of office etiquette, systems, and procedures. Also covers oral and written presentations, office confidentiality, and conflict management. Prerequisites: None.

PAD103* **2 Credits**

Legal Services: Office Career Preparation

Career preparation and development in the legal services office environment. Includes identification and development of personal career goals along with strategies for evaluating career opportunities. Covers professional image, office behaviors and skills, as well as strategies for writing effective resumes and interviewing technique. Prerequisites: None.

PAD107 **3 Credits**

Public Finance Administration

Basic overview of public finance system for state and local government. Includes budgeting processes, revenue and funding sources involving taxes and revenue forecasting. Also covers capital planning, debt management, performance measurement, financial statements, and auditing. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

PAD110* **3 Credits**

Criminal Charging Administration

Procedures for processing charges. Emphasis on the selection and completion of paperwork necessary to process charges against individuals or specific individual typologies. Covers form interpretation, auxiliary form selection and completion, and an overview of the criminal justice process. Includes reference material usage and abbreviation and acronym interpretation information. Prerequisites: None.

PAD112* **2 Credits**

Court Record Administration

Court trial information notation and preservation procedures. Emphasis on computer based record keeping system usage. Covers case assignment creation, case routing procedures, on-line and off-line document generation, and dual notation procedures. Also includes document generation reference guide usage information. Prerequisites: None.

PAD116* **3 Credits**

Supervisory Training for DOC Employees

Overview of first line supervisory skills. Includes communication and team building skills. Emphasis on basic supervisory and leadership skills. Prerequisites: None.

PAD122 **3 Credits**

Public Sector Human Resources Management

Overview of human resources management in the public sector. Covers planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None.

PAD170 **3 Credits**

Public Sector Organizational Behavior

Basic principles of public-sector management from an organizational behavior perspective. Levels of organizational behavior: the individual, the group and the organization system emphasized. Prerequisites: None.

PAD200 **3 Credits**

Public Affairs Economics

Introduction to the use of macroeconomic and microeconomic principles concerning public affairs and social issues. Includes the role of economics in societal development and public policies in addition to the effects of unemployment and inflation. Also covers measurement of, causes for and societal responses to poverty. Prerequisites: PAD100 or permission of Instructor.

PAD210* **2 Credits**

Fundamentals of Real Property Appraisal

Procedures and techniques for estimating market value of vacant and improved properties. Includes appraisal theory, assessment procedures, and appraisal/assessment techniques in addition to land description and land valuation. Also covers definitions and structure of cost and various types of cost estimates as well as procedures for determining depreciation. Prerequisites: Permission of Department or Division.

PAD212* **2 Credits**

Valuation Concepts and Cost Appraisal Methods

Functions of the assessor and appraiser. Covers the nature and principles of value, assessment, as well as appraisal processes. Emphasis on property owner rights and limitations including an overview of the Arizona Property Tax System. Also covers use of the Department of Revenue Construction Cost System. Prerequisites: Permission of Department or Division.

PAD214* **2 Credits**

Land Valuation Analysis

Analysis of land valuation procedures. Covers maps, land value factors, and ownership as well as systems of land identification. Includes site data units of comparison and market influences in addition to Arizona statutes and precedents related to special land valuation. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

PAD216* **2 Credits**

Basic Ad Valorem Appraisal Concepts

Basic assessment and valuation practices for mixed use properties, partially complete structures, and salvage properties. Also covers the construction cost system, cost components, and market adjustments as well as methods for measuring depreciation. Also includes market value and ratio studies. Prerequisites: Permission of Department or Division.

PAD218* **1 Credit**

Personal Property Valuation

Overview of personal property valuation in the state of Arizona. Includes procedures and forms for the valuation process, as well as mobile home classification and affixture requirement. Also covers year/life tables and depreciation calculations. Prerequisites: Permission of Department or Division.

PAD220* **2 Credits**

Income Approach to Valuation

Principles for the income approach to valuation. Includes an overview of real estate investment and finance as well as development of net operating income estimates. Also covers contemporary and historical capitalization methods and procedures for developing capitalization rates. Prerequisites: Permission of Department or Division.

PAD222* **2 Credits**

Intermediate Ad Valorem Appraisal Concepts

Procedures for Ad Valorem Appraisal. Covers sales ratio studies, appraisal level, and uniformity as well as mixed use assessment ratios. Also includes Centrally Valued Properties, Direct Sales Comparison, and Income Value calculations. Prerequisites: Permission of Department or Division.

PAD224* **2 Credits**

Land Valuation Hearing Procedures

Preparation for hearing procedures. Emphasis on presentation techniques, documentation, and organization of Assessor's records as well as property classification and confirmation. Also covers analysis of and response to appellant arguments and completion of the administrative appeal process. Prerequisites: Permission of Department or Division.

Reading (CRE, RDG)

CRE101 **3 Credits**

College Critical Reading

Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks. Prerequisites: (A grade of "C" or better in ENG101 or ENG107) and (appropriate reading placement test score or a grade of "C" or better in RDG091 or RDG095 or RDG100 or RDG111 or RDG112 or RDG113 or permission of Instructor).

RDG081 **3 Credits**

Reading Improvement

Designed to improve basic reading skills. Includes word recognition, interdisciplinary vocabulary development, recognizing patterns of organization, interpreting inference. Reviews interpreting graphic materials. Emphasis on identifying main ideas and related details. Prerequisites: Appropriate reading placement test score, or grade of "C" or better in RDG071, or permission of Instructor.

RDG091 **3 Credits**

College Preparatory Reading

Designed to improve basic reading and study skills, vocabulary and comprehension skills. Prerequisites: Appropriate reading placement test score, or grade of C or better in RDG081, or permission of Instructor. Course Notes: RDG091 is recommended to all students whose placement test scores indicate a need for reading instruction.

RDG100 **3 Credits**

Successful College Reading

Emphasis on reading study strategies for any introductory class in any subject area. Introduction to Learning Management System (LMS), how to successfully read course textbooks and assessments, how to navigate information technology and development of academic vocabulary. Prerequisites: A grade of C or better in RDG081 or appropriate reading placement score or permission of Instructor. Corequisites: Any 100-level course in another content area or permission of Instructor. Course Notes: RDG100 satisfies RDG091 requirement. RDG100 may be repeated for a total of twelve (12) credit hours.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

RDG111 **3 Credits**

Successful College Reading for Cultural or Social Sciences

Emphasis on reading study strategies for an introductory class in the Cultural and Social Sciences. Introduction to Learning Management System (LMS), how to successfully read course textbook and assessments and development of academic vocabulary. Prerequisites: A grade of C or better in RDG081 or appropriate reading placement score or permission of Instructor. Corequisites: Any 100-level course in Cultural Science or Social Science area or permission of Instructor. Course Notes: Course satisfies RDG091 requirement.

Recreation (REC)

REC120 **3 Credits**

Leisure and the Quality of Life

Overview of the historical, psychological, social, and cultural aspects of play, leisure, and recreation and their role in contemporary society. Nature of play and leisure behavior in human development within different cultures and the contribution play, recreation, and leisure make to the quality of life for individuals in today's society. Prerequisites: None.

REC132* **2 Credits**

Landscape Management

Identification of plants commonly used in Arizona landscaping. Includes trees, shrubs, vines, flowers, and ground covers. Techniques for planting, watering, and fertilizing recreational grounds. Pest control planning. Prerequisites: None.

REC150AB **3 Credits**

Outdoor Adventure Skills

Camping and outdoor skills including types of camping, equipment selection and use, cooking and fire building, camp programs, backpacking, and safety. Prerequisites: None.

REC230 **3 Credits**

Programming of Recreation Services

Foundations for designing, planning, delivering and managing recreational and leisure events. Emphasis on application of recreation programming concepts and practices in a variety of settings and situations for a diveersity of participants. Prerequisites: None

Religious Studies (REL)

REL100 **3 Credits**

World Religions

The development of various religions from the prehistoric to modern times. Political, economic, social and geographic relationships among world religions. Consideration of both Eastern and Western religions. Prerequisites: None.

REL101 **3 Credits**

Introduction to Religion

Various religious expressions of humankind. Focuses on basic religious themes common to religions, such as encounter with the Holy, search for self and community, mystical illumination, spiritual discipline. Prerequisites: None.

Sign Language (SLG)

SLG101 **4 Credits**

American Sign Language I

Introduction of principles, methods, and techniques for communicating with deaf people who sign. Development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Overview of syntax, grammar, and culture related to American Sign Language (A.S.L). Prerequisites: None. SLG103 suggested as a corequisite but not required.

SLG102 **4 Credits**

American Sign Language II

Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: SLG101 with a grade of "C" or better, or permission of Department or Division. Completion of prerequisites within the last three years is required.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

SLG201 **4 Credits**

American Sign Language III

Linguistics of American Sign Language (A.S.L.) including non-manual behaviors and signing English idioms with conceptual accuracy. Emphasis on practical application of A.S.L. skills, expanded vocabulary, and cross-cultural communication. Prerequisites: SLG102 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107) and (CRE101, or CRE111, or exemption by score on the reading placement test (ASSET)). Completion of prerequisites within the last three years is required.

SLG202 **4 Credits**

American Sign Language IV

Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings. Prerequisites: SLG201 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107), SLG200, and (CRE101, or CRE111, or exemption by score on the reading placement test). Completion of prerequisites within the last three years is required.

Small Business Management (SBS)

SBS213 **1 Credit**

Hiring and Managing Employees

Methods and techniques for managing employees in a small business. Includes supervisor's role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefits, and developing future staffing needs assessment. Prerequisites: None.

SBS214 **1 Credit**

Small Business Customer Relations

Developing and improving customer relations for the small business. Planning and delivering quality customer service. Includes topics on attitude of employees, customer perceptions and motivations, handling customer dissatisfaction, and developing customer, supplier, vendor, and distributor loyalty. Prerequisites: None.

SBS220 **2 Credits**

Internet Marketing for Small Business

Focuses on "e-Commerce"-doing business on the Internet and planning a website. Topics include: how the Internet can help growth and success of business; examples of successful marketing on the Internet; availability of Internet services; necessary hardware and software for marketing on the Internet; determining products/services appropriate for Internet marketing; budget constraints and on-going operations of the Internet site. Prerequisites: None.

SBS230 **2 Credits**

Financial and Tax Management for Small Business

An overview of accounting and record-keeping for the successful management of a small business. Develops an understanding of the accounting cycle and preparation of financial statements. Includes section on tax consequences and the choice of legal entity choice based on taxation. Prerequisites: None.

Society and Business (SBU)

SBU200 **3 Credits**

Society and Business

The study and scientific inquiry of issues and demands placed on business enterprise by owners, customers, government, employees and society. Included are social, ethical and public issues and analysis of the social impact of business responses. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Sociology (SOC)

SOC101 SUN# SOC1101 **3 Credits**

Introduction to Sociology

The systematic study of social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, sex/gender, age, class, and socio/cultural change upon people's attitudes and behaviors. Prerequisites: None.

SOC140 SUN# SOC2215 **3 Credits**

Race and Ethnic Relations

Examines how the social construction of race shapes social interaction and social institutions. Explores the consequences of power, privilege and oppression among major ethnic and racial groups in the United States. Prerequisites: None.

SOC157 **3 Credits**

Sociology of Families and Relationships

Systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. Explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family, and divorce. Prerequisites: None.

SOC212 **3 Credits**

Gender and Society

A study of the way culture shapes and defines the positions and roles of both men and women in society. Major emphasis on social conditions which may lead to a broadening of gender roles and a reduction of gender role stereotypes and the implications of these changes. Open to both men and women. Prerequisites: None.

Spanish (SPA)

SPA101 SUN# SPA1101 **4 Credits**

Elementary Spanish I

Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish-speaking cultures. Practice of listening, speaking, reading, and writing skills. Prerequisites: None.

SPA102 SUN# SPA1102 **4 Credits**

Elementary Spanish II

Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisites: (A grade of "C" or better in SPA101 or SPA101AA), or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA111* **4 Credits**

Fundamentals of Spanish

Accelerated study of elementary Spanish for students with previous Spanish coursework. Includes basic Spanish grammar, pronunciation, vocabulary and the study of the Spanish- speaking cultures. Emphasis on speaking, listening, reading, and writing skills. Prerequisites: SPA101, or SPA101AA, or SPA115, or SPA115AA, or two years of high school Spanish, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA115 **3 Credits**

Beginning Spanish Conversation I

Basic pronunciation, vocabulary, sentence structures, and cultural awareness, necessary to develop speaking and listening skills in Spanish. Prerequisites: None.

SPA116 **3 Credits**

Beginning Spanish Conversation II

Continued study of basic pronunciation, vocabulary, sentence structures, and a cultural awareness necessary to develop speaking and listening skills in Spanish. Prerequisites: SPA115, or SPA115AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA117 **3 Credits**

Health Care Spanish I

Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.

SPA118 **3 Credits**

Health Care Spanish II

Basic conversational Spanish for health care personnel or students. Emphasis on basic sentence structure, pronunciation, and vocabulary used in health care settings. Prerequisites: SPA117 or permission of Department or Division. Completion of prerequisites within the last three years is required.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

SPA119 **3 Credits**

Spanish for Educational Settings I

Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Emphasis on basic sentence structure, pronunciation and vocabulary used in educational settings. Prerequisites: None.

SPA120 **3 Credits**

Spanish for Educational Settings II

Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Continuation of SPA119, expanding into secondary and post-secondary educational settings. Emphasis on basic sentence structure, pronunciation and vocabulary. Prerequisites: SPA119, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA201 SUN# SPA2201 **4 Credits**

Intermediate Spanish I

Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: A grade of "C" or better in SPA102, or SPA102AA, or SPA111, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA202 SUN# SPA2202 **4 Credits**

Intermediate Spanish II

Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures. Prerequisites: A grade of "C" or better in SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA203* **4 Credits**

Spanish for Spanish-Speaking Students I

Designed for Spanish-speaking students. Emphasis on written composition, grammar review, punctuation and spelling, literature and conversation. Prerequisites: Permission of instructor or Department Chair. Course Notes: SPA203 may be taken in lieu of SPA201.

SPA204* **4 Credits**

Spanish for Spanish-Speaking Students II

Designed for Spanish-speaking students. Advanced study of Spanish grammar, composition, literature, and conversation. Prerequisites: SPA203, or SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required. Course Notes: SPA204 may be taken in lieu of SPA202.

SPA205 **3 Credits**

Spanish for Medical Interpretation I

Introduction to Spanish interpretation for medical interpreters. Covers code of ethics, national standards and medical interpreter's responsibilities as well as cultural awareness and legal issues. Interpretation for first responders included. Prerequisites: SPA202 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA206 **3 Credits**

Spanish for Medical Interpretation II

Continuation of Spanish interpretation for medical interpreters. Medical vocabulary and translation relating to human anatomy and physiology emphasized. Prerequisites: SPA205 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA225 **3 Credits**

Intermediate Spanish Conversation I

Continued study of vocabulary, sentence structures, and cultural awareness necessary to improve speaking and listening skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: SPA102, or SPA102AA, or SPA116, or SPA116AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA226 **3 Credits**

Intermediate Spanish Conversation II

Continued study of vocabulary, sentence structures, and cultural awareness necessary to improve speaking and listening skills in increasingly complex Spanish. Emphasis on fluency and moderate accuracy in spoken Spanish. Prerequisites: SPA201, or SPA225, or permission of Department or Division. Completion of prerequisites within the last three years is required.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

SPA235* **3 Credits**

Advanced Spanish Conversation I

Continued development of skills in conversational fluency. Class conducted completely in Spanish. Prerequisites: SPA226 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA236* **3 Credits**

Advanced Spanish Conversation II

Further development of skills in conversational fluency. Grammar presented only to clarify student errors. Prerequisites: SPA235 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA265* **3 Credits**

Advanced Spanish I

Introduction and study of Spanish and Spanish-American literature. Selected readings from most Spanish-speaking countries. All discussions, oral reports, and written assignments are in Spanish. Prerequisites: SPA202 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA266* **3 Credits**

Advanced Spanish II

Further study of Spanish and Spanish-American literature. Reading selections from most Spanish-speaking countries. All oral reports, discussions, and written reports in Spanish. Graduated level of difficulty from the literature studied in SPA265. Prerequisites: SPA265, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA282AA* **1 Credit**

Service-Learning Experience in Spanish

Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: SPA282AA may be repeated for a total of six (6) credit hours. Standard grading available according to procedures outlined in catalog.

SPA282AC* **3 Credits**

Service-Learning Experience in Spanish

Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: SPA282AC may be repeated for a total of six (6) credit hours. Standard grading available according to procedures outlined in catalog.

Spanish Humanities (SPH)

SPH245 **3 Credits**

Hispanic Heritage in the Southwest

A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.

SPH298AC **3 Credits**

Special Projects

Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

Studies in Language and Culture (SLC)

SLC201 **3 Credits**

Introduction to Linguistics

Introduction to the study of language. Study of the nature and diversity of world languages, linguistic structures and functions of language, language variation, pragmatics and the learning/acquisition of first and second languages. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

SundtCorp (SUN)

SUN104* **1 Credit**

Site Preparation I

Trade terms, local zoning and building ordinances, and plot plan layout. Installation of batter boards and establishing building lines. Set up and use of a builder's level. Prerequisites: (Registered apprentice status and SUN101) or permission of the apprenticeship coordinator.

SUN207* **1.5 Credits**

Metal Studs and Drywall

Installation of metal framing members and gypsum dry wall. Gypsum ceiling products and installation procedures. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

SUN208* **1.5 Credits**

Construction Plans and Elevations

Construction drawings, plans and elevations. Lines, symbols, dimensions and abbreviations. Specifications and site and plot plan development. Includes plan and elevation reading exercises. Prerequisites: (Registered apprentice status and SUN105) or permission of the apprenticeship coordinator.

Sustainability/Natural Sciences (SUS)

SUS100 **3 Credits**

Introduction to Sustainability

Introduction to the basic concepts of sustainability. Includes challenges of land, ocean, and resource management as well as the built environment. Also covers connections between global, local and personal sustainability challenges and responses at each level. Prerequisites: None.

SUS110 **3 Credits**

Sustainable World

Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises. Prerequisites: None.

Sustainability/Social Sciences and Humanities (SSH)

SSH111 **3 Credits**

Sustainable Cities

Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.

Telecommunications Technology (TLT)

TLT141* **1 Credit**

Telecommunications Computer Operations

Telecommunications computer operation principles. Covers online training resource utilization, computer log-on procedures, and computer shortcut creation. Also includes specific computer software performance information. Prerequisites: None.

TLT142* **1 Credit**

Drop Connections

Technical concepts for drop connections. Includes passive and active devices as well as use of traps and filters. Also covers electronics hook up and troubleshooting procedures. Prerequisites: None.

TLT143* **2 Credits**

Digital Video Systems

Customer cable digital video signal reception establishment procedures. Covers system feature information, signal fault identification, and system and end-use equipment troubleshooting procedures. Also includes customer education information. Prerequisites: None.

TLT144* **2 Credits**

Drop Planning and Maintenance

Procedures for the planning and installation of Community Antenna Television (CATV) service to a customer address. Emphasis on drop connection location, configuration, and hardware component selection. Covers internal cable routing considerations and grounding, splitting, and directional tap/coupler component information. Also includes basic CATV system operation information and electronic hook-up procedures. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

TLT149* **2 Credits**

Digital Phone Network Installation

Telephone network installation procedures. Emphasis on multi dwelling unit, multiple broadband applications, and residential telephone networks. Covers component connection. Prerequisites: None.

TLT152* **2 Credits**

Telecommunications Product Knowledge

Telecommunications industry product and service information. Emphasis on, video, Internet connection and telephone services. Covers the advantages and disadvantages of telecommunications product types and the various features associated with each service. Prerequisites: None.

TLT154* **2 Credits**

Technical Support Representative Foundations

Foundations of services, products and regulations in the communications industry. Includes customer database research techniques as well as troubleshooting and billing procedures. Prerequisites: None.

TLT155* **2 Credits**

Technical Support Representative Telephony

Practical application of digital telephony account services. Includes account research and creation of work orders in addition to access and navigation of troubleshooting databases. Also covers procedures for managing billing accounts and services. Prerequisites: None.

TLT156* **2 Credits**

Introduction to Broadband Networks

Overview of broadband networks. Includes topography of broadband networks and transmissions systems. Also covers coaxial cable, broadband network equipment, network prints and signal leakage. Prerequisites: None.

TLT157* **3 Credits**

Broadband Sweep and Conditioning

Introduction to the basics of broadband network sweep and plant conditioning. Includes overview of noise, distortions, system powering and setup as well as powering problems. Prerequisites: None.

TLT160* **2 Credits**

Video Technical Training

Analog and digital video technical training procedures. Includes cabling options and types of digital video equipment as well as products and services. Also covers procedures for completing customer video orders in the Integrated Communications Operations Management System (ICOMS). Troubleshooting procedures, tools and video flows also included. Prerequisites: None.

TLT161* **1 Credit**

Video Technical Training Lab

Practical application of analog and digital video technical training procedures. Covers procedures for completing customer video orders in the Integrated Communications Operations Management System (ICOMS). Prerequisites: None.

TLT162* **3 Credits**

High Speed Internet/Networking

High speed internet installation and networking. Includes features and services of high speed internet as well as procedures for installation. Also covers home network installation and configuration. Prerequisites: None.

TLT163* **2 Credits**

High Speed Internet Technical Training

Procedures for presenting high speed internet products and services. Includes service tiers as well as network facilities and responsibilities. Also covers navigation of operating systems and troubleshooting common problems and procedures. Prerequisites: None.

TLT164* **1 Credit**

High Speed Internet Technical Training Lab

Practical application of high speed internet technical training procedures. Covers procedures for completing customer orders in the Integrated Communications Operations Management System (ICOMS) and various industry databases. Prerequisites: None.

TLT165* **1 Credit**

Technical Support Representative Telephony Lab

Digital telephony account services. Includes use of the Integrated Communications Operations Management System (ICOMS) and industry databases to complete account services Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

Textiles and Clothing (TEC)

TEC105* **3 Credits**

Cultural Aspects of Clothing

Psychological, aesthetic, and economic factors applied to the systematic study of dress and adornment in relationship to world cultures and the global fashion industry. Prerequisites: None.

TEC109* **3 Credits**

Introduction to Fashion Merchandising

Explores the various levels and specialized segment of the fashion industry, the principles of fashion, the fundamentals of merchandising apparel, consumers' influence on demand and marketing activities. Prerequisites: None.

TEC110* **3 Credits**

Basic Sewing Skills

Basic clothing construction techniques. Use of commercial patterns and sewing machine in the construction of basic garments. Prerequisites: None.

Theatre (THE)

THE111 **3 Credits**

Introduction to Theatre

A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.

THE118 **3 Credits**

Playwriting

Practice and study of theories and techniques of writing for the stage; creating characters, dialogue, and plot for monodramas, scenes, and plays. Prerequisites: None.

THE206 **3 Credits**

Introduction to Television Arts

History and development of electronic media and its impact on popular arts. Prerequisites: None.

Theatre and Film (THF)

THF205 **3 Credits**

Introduction to Cinema

Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

THF210 **3 Credits**

Contemporary Cinema

A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.

Total Quality Management (TQM)

TQM101 **3 Credits**

Quality Customer Service

Examines the nature of quality customer service and the attitudes, knowledge, and skill needed to work effectively in a quality customer service environment. Foundation skills for quality customer services are taught, applied, and practiced. Prerequisites: None.

TQM105 **2 Credits**

Writing For Quality Results

Theory and practice of writing business correspondence in a quality-oriented organization. Includes the orientation of the writer to the internal/external customer's needs and writing in positive, negative and persuasive settings. Prerequisites: Appropriate English placement test score in ENG101, or "C" or better in ENG091. OAS108 and TQM101 or TQM101AA are recommended.

TQM230 **2 Credits**

Teamwork Dynamics

Theory and practice of how team members and team leaders use listening, negotiating and interpersonal skills for the enhancement of team process. Included are concepts of team development and team problem-solving techniques. Prerequisites: None. TQM201 is recommended.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

TQM240 **3 Credits**

Project Management in Quality Organizations

Presents methods for quality organizations in how to plan and schedule a project in use of Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT) techniques and software to monitor and control projects. Prerequisites: None.

Trade Related (TDR)

TDR122* **5 Credits**

Basic Electrical Theory

Introduction to electrical theory, direct current (DC) circuits, series, parallel, and series-parallel circuits, DC power sources, DC motors, DC generators. Prerequisites: Permission of Instructor.

Utilities Customer Service (UCS)

UCS101* **3 Credits**

Introduction to Billing

An introduction to basic billing procedures in the public utility industry. Includes computer familiarization, coordinates system, billing cycle, payment plans, and components of the bill. Prerequisites: None.

UCS105* **2 Credits**

Introduction to Public Utility

Introduction to public utility customer service operations. Emphasis on public utility workstation components and usage procedures. Covers customer service, documentation, and confidentiality policies, as well as service area geography. Prerequisites: None.

UCS108* **1 Credit**

Account Services for Public Utilities

Overview of procedures for accessing and maintaining customer accounts. Includes the billing cycle, rates and payment options as well as various types of service orders. Prerequisites: Permission of Department or Division.

UCS110* **2 Credits**

Meter and Trouble Orders

Fundamentals of meters and their functions. Instruction on providing meterchecks, handing trouble calls and determining and processing corrective action. Prerequisites: None.

UCS115* **2 Credits**

Introduction to Water Customer Services

Introduction to water customer account services. Includes the irrigation process, accounts, and schedules. Also covers delivery systems, controls, and use of a mapping system in addition to water rights and typical irrigation problems. Prerequisites: None.

UCS116* **2 Credits**

Water Services Accounts I

Water services procedures and restrictions for opening, combining, and updating accounts as well as responding to billing and payment inquiries and opening accounts. Also covers Supplemental Supply Program (SSP) water and various user accounts in addition to company role and responsibilities. Prerequisites: UCS115.

UCS117* **2 Credits**

Water Services Accounts II

Water services rules and restrictions for handling property sales, special requests, and order revisions in addition to typical irrigation problems. Also covers procedures for handling private system controls, flood calls, and water theft issues as well as facility notices. Prerequisites: UCS116.

UCS118* **2 Credits**

Water Customer Services Procedures I

Practical application of water customer account services. Includes procedures for creating, accessing, and updating accounts as well as completing and documenting water orders. Also covers use of the mapping system and procedures for handling typical irrigation calls. Prerequisites: UCS115.

UCS119* **2 Credits**

Water Customer Services Procedures II

Procedures for completing billing and payment account procedures. Covers refunds, overdraft accounts, and procedures for handling water theft. Also covers special requests, flood calls, and townsite issues in addition to Supplemental Supply Program (SSP) requests. Prerequisites: UCS118.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

UCS120* **3 Credits**

Payments, Credits and Rates

Examination of procedures to perform payment, deposit and credit operations. Includes various connect orders and rate calculations. Prerequisites: None.

UCS122* **3 Credits**

Public Utility Orders I

Procedures for processing public utility customer requests. Emphasis on determining billing options, service plans, and payment procedures. Covers new account establishment and field activity order processing. Also includes meter exchange, rate change, and deregulation information. Prerequisites or Corequisites: UCS105.

UCS124* **3 Credits**

Public Utility Orders II

Practical application in processing public utility customer orders. Emphasis on using workstation and software applications. Covers meters, shut-off, as well as, the creation of new accounts. Also covers order modification, payment options, service plan and deposit requirements, and meter reading provisions. Prerequisites or Corequisites: UCS122.

UCS126* **2 Credits**

Public Utility Service Practices

Application of public utility customer service practices. Covers account and service plan enrollment, modifications, and cancellations. Includes account handling exceptions and service area geography. Computer usage emphasized. Prerequisites or Corequisites: UCS124.

UCS128* **3 Credits**

Public Utility Processing

Public utility service processes. Includes procedures for processing miscellaneous service orders including turn-on orders. Covers electrical districts, trouble and outages, and nuclear emergency response. Prerequisites: UCS126.

UCS130* **3 Credits**

Service Orders I

Fundamentals of processing service orders. Emphasis on customer service, making determinations of services required and placing appropriate orders. Prerequisites: None.

UCS132* **3 Credits**

Advanced Public Utility Processing I

Procedures for processing public utility customer requests. Emphasis on advanced billing inquiries, collection procedures, and energy usage analysis. Covers rebilling miscellaneous charges, and new business processes. Prerequisites: UCS128.

UCS134* **3 Credits**

Advanced Public Utility Processing II

Practical application in processing public utility customer requests. Includes collection and documentation procedures as well as consumption rate and new business processing. Meter reads and billing adjustments also covered. Prerequisites or Corequisites: UCS132.

UCS135* **2 Credits**

Service Orders II

Further examination of the processing of service orders. Emphasis on customer account data, account status, third party billings and placing appropriate orders. Prerequisites: UCS130.

UCS140* **2 Credits**

Service Order Procedures

Practical application of service order processing. Includes meter and trouble orders, requests for service, billings and rates, as well as account turn-offs and reconnects. Prerequisites: UCS135.

UCS150* **2 Credits**

Metering Technician Safety

Electrical and hand tool usage safety for metering technicians. Emphasis on safety requirements associated with working with electricity and electrical equipment. Covers grounding, faults, electrical subsystems, and hand tool maintenance. Includes basic and electrical operation of specific hand tools, Lockout/Tagout, and safety mandate compliance information. Prerequisites: None.

UCS152* **2 Credits**

Mathematics for Metering Technicians

Overview of the algebraic mathematical principles required for successful performance as an Electrical Metering Technician. Emphasis on algebraic calculation, number translation, ratio, proportion, and percentage concepts. Covers basic mathematical operations, number reduction, algebraic operating system order, and scientific calculator usage. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Course Descriptions

UCS154* **1 Credit**

Power System Fundamentals

Principles of power generation, transmission, and distribution for metering technicians. Emphasis on the physics associated with electric power and on the properties of alternating current. Covers generator paralleling, transformers, and power capacity issues. Prerequisites: None.

UCS156* **2 Credits**

Watt-hour Metering and Single Phase Systems

Principles of watt-hour metering and single phase system installation and maintenance. Emphasis on the principle components of various metering schemes and procedures for their connection to the service. Covers National Electrical Code requirements, meter socket construction, meter mounts, and service checks. Prerequisites: None.

UCS160* **2 Credits**

Metering Technician Lab

Practical experience for metering technicians. Covers safety equipment use, meter types and sockets, wiring and coding. Installation and testing of meters emphasized. Prerequisites: None.

Video Production Technology (VPT)

VPT102* **3 Credits**

Video Technology

Designed for the person who is either just getting into video or who has been given a video responsibility. Covers color video equipment, evaluation, specifications, simple production procedures, lighting, and audio. Provides a basic knowledge of video equipment and applications. Prerequisites: None.

Workforce Re-Entry (WFR)

WFR110* **3 Credits**

Re-Entry Skills: Personal Skill Development

Personal skill development necessary for transition from incarceration to community. Includes development of a personal value system and decision-making strategies as well as conflict management. Also covers time and money management, goal setting, and the basics for everyday life. Prerequisites: Permission of Department or Division.

WFR112* **3 Credits**

Re-Entry Skills: Family Reunification

Reunification procedures for the incarcerated person's effective transition. Includes building and maintaining self-esteem and effective communication for healthy families or support systems. Also covers family and networking culture, discipline, and expectations for release. Prerequisites: Permission of Department or Division.

WFR114* **1 Credit**

Re-Entry Skills: Social Skill Development

Social skill development for the incarcerated person preparing to re-enter society. Includes identifying and establishing boundaries as well as modeling these behaviors. Also covers identification of core emotions and development of positive character traits. Prerequisites: Permission of Department or Division.

WFR116* **1 Credit**

Re-Entry Skills: Substance Abuse Education

Substance abuse education for incarcerated persons. Includes warning signs and the "chain of events" to addiction. Also covers decision making skills as well as strategies and resources available for prevention. Prerequisites: Permission of Department or Division.

WFR118* **3 Credit**

Re-Entry Skills: Job Readiness

Preparing the incarcerated person for release into the working world. Includes education, skills assessment, and work experience. Also covers job search skills such as resume writing, applications, and interviewing. Prerequisites: Permission of Department or Division.

WFR120* **2 Credits**

Re-Entry Skills: Job Retention

Job retention procedures and techniques for incarcerated persons in transition. Includes workplace protocol, job performance, and employer-employee interaction. Also covers stress management and communication skills as well as interpersonal relationships in the workplace. Prerequisites: Permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

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You Have The Whole College Supporting You **31**

Rio Salado College *Locations*

Rio Salado College
Administrative Headquarters
480-517-8000 or 1-800-729-1197
2323 W. 14th Street
Tempe, AZ 85281
(west of 52nd Street between University & Broadway)
- All student-related services
- Bookstore & Library
- KJZZ/KBAQ Radio Stations 480-834-5627
- Sun Sounds of Arizona 480-774-8300
- RSC Dental Clinic 480-517-8580 (northeast of 14th St. & Park Lane)

RSC Avondale
480-377-4400
420 N. Central Avenue
Avondale, AZ 85323
- CBP (ABE/ASE/HSC/ELAA) classes
- Testing Center & Computer lab

RSC Downtown
480-377-4050
619 N. 7th Avenue
Phoenix, AZ 85007
(south of I-10 on 7th Ave.)
- CBP (ABE/ASE/HSC/ELAA) classes
- Computer lab

RSC Incarcerated Re-Entry
480-517-8345
Lewis 623-386-6160 ex. 4805
Perryville 480-377-4350

RSC Lifelong Learning Center
480-377-4250
12535 Smokey Drive
Surprise, AZ 85378
(south of Bell Road)
- CBP (ABE/ASE/HSC/ELAA) classes
- RISE Learning for Life
- Computer lab

RSC Luke AFB
480-377-4010
56th Mission Support Center, Room 3138
7383 N. Litchfield Road
Glendale, AZ 85309
(two blocks north of Glendale Avenue on Luke Air Force Base)
- Restricted access
- Testing Center

RSC Northern
480-377-4200
1715 W. Northern Avenue
Phoenix, AZ 85021
- CBP (ABE/ASE/HSC/ELAA) classes
- Testing Center & Computer lab

RSC Southern
480-377-4150
3320 S. Price Road
Tempe, AZ 85282
- CBP (ABE/ASE/HSC/ELAA) classes
- Testing Center

RSC Thomas
480-377-4300
3631 W. Thomas Road
Phoenix, AZ 85019
- CBP (ABE/ASE/HSC/ELAA) classes
- Testing Center

Spot 127
480-774-8350
KJZZ's Youth Media Center
3701 W. Thomas Rd.
Phoenix, AZ 85019

East Valley Veterans Education Center
www.evvec.org
480-384-9850
3320 S. Price Road
Tempe, AZ 85282
- One stop resource for veterans and their families
- Hosted by Rio Salado College

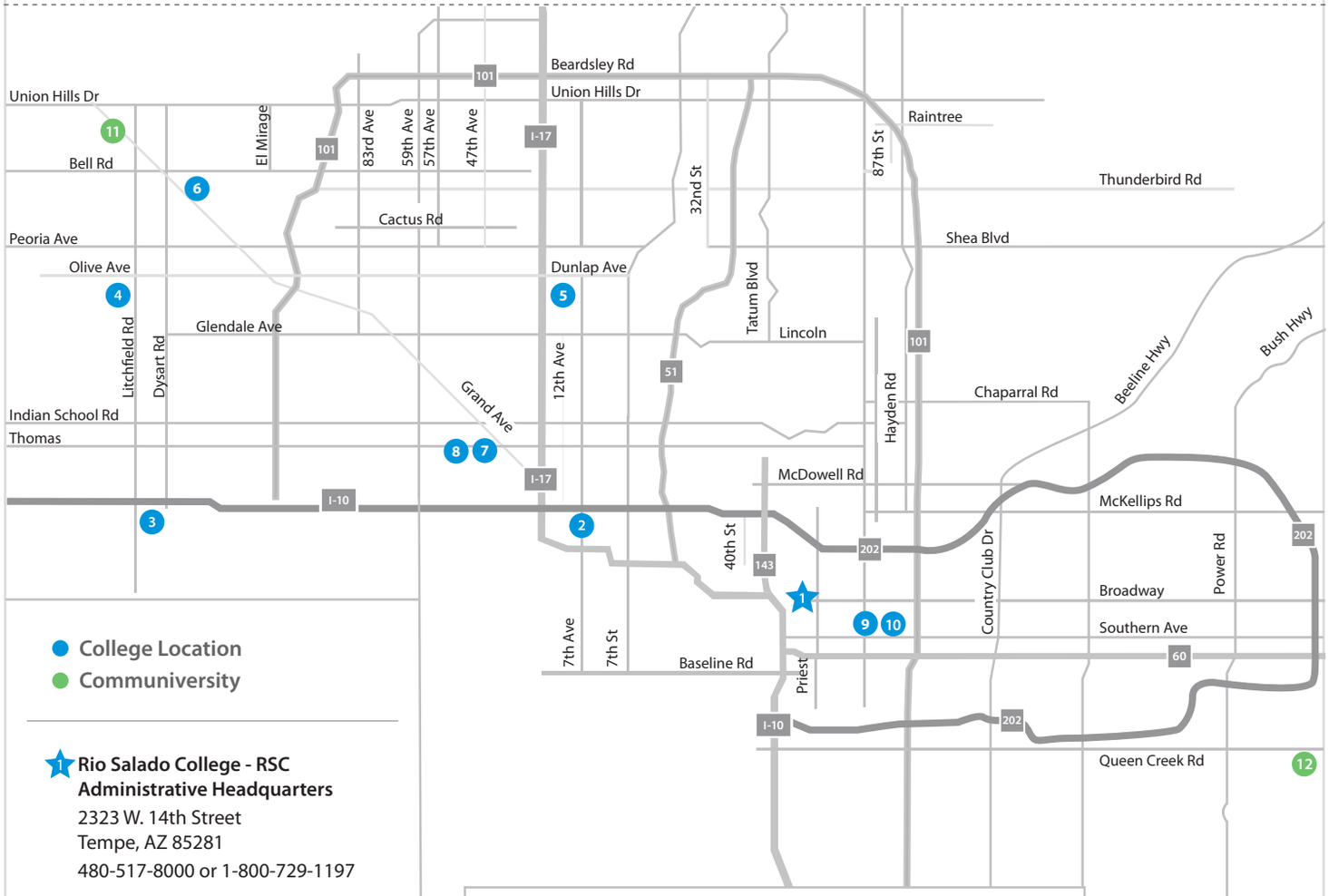
Communiversity Surprise
www.azcommuniversity.com
480-384-9000 or 866-330-6892
15950 N. Civic Center Plaza
Surprise, AZ 85374
- Certificates through master's degrees
- Hosted by Rio Salado College
- Testing Center

Communiversity Queen Creek
www.azcommuniversity.com
480-384-9000
21740 S. Ellsworth Road
Queen Creek, AZ 85142
- Certificates through master's degrees
- Hosted by Rio Salado College
- Testing Center

ABE - Adult Basic Education
ASE - Adult Secondary Education
CBP - College Bridge Pathways
HSE - General Educational Development (high school diploma equivalency)
ELAA - English Language Acquisition for Adults

For the most current list visit www.riosalado.edu/locations.

Rio Salado College Locations



- College Location
- Communiversity

1 Rio Salado College - RSC Administrative Headquarters
2323 W. 14th Street
Tempe, AZ 85281
480-517-8000 or 1-800-729-1197

RSC Dental Clinic

2 RSC Downtown
3 RSC Avondale
4 RSC Luke Air Force Base (LAFB)
5 RSC Northern
6 RSC Lifelong Learning Center
7 RSC Thomas
8 SPOT 127
9 RSC Southern
10 East Valley Veterans Education Center
11 Communiversity at Surprise
12 Communiversity at Queen Creek

For the most current information, visit: *www.riosalado.edu/locations.*

CONTACT

480-517-8000 or 1-800-729-1197
admissions.info@riosalado.edu
www.riosalado.edu

www.riosalado.edu/registration
www.riosalado.edu/schedule
www.riosalado.edu/catalog

Rio Salado College

MARICOPA COMMUNITY COLLEGES