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.

This content was created before the new Title II web accessibility rule effective April 2026 and is not required to meet WCAG 2.1 level AA standards. An accessible version will be provided upon request by contacting **dl-rsc-accessibility@riosalado.edu**.

CATALOG
2019-2020

RIO SALADO COLLEGE

A **MARICOPA** COMMUNITY COLLEGE

President's Message

Community colleges from all over the nation provide opportunities for people to improve their lives through education. Earning a degree or certificate can open doors to a better job and a brighter future.

As a national leader in online learning, Rio offers flexible and affordable options to help you fit a college education into your busy life. Classes start most Monday's throughout the year with more than 600 online classes and 100+ programs available to choose from.

We also have articulation agreements with more than 40 university transfer partners in Arizona and across the country that accept transfer credits toward specific programs. Our faculty are experts in their fields with a strong commitment to academic excellence and student success.

At Rio Salado College, we continually seek ways to respond to the changing needs of students and the workforce by creating new programs, establishing new partnerships, and implementing innovative strategies and initiatives to help students achieve their educational goals.

Your success is our success and I hope that you will sign up today and allow us to help you on your journey.

Sincerely,

Kate Smith

Kate Smith, M.S.
Interim President



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

Kate Smith, M.S.
Interim President

Corey Pruitt, M.S.
Interim Vice President, Academic Affairs

Janelle Elias, M.A.Ed
Interim Vice President/Chief Operating Officer, RioNational

Patricia O'Brien, B.S.
Interim Vice President, Maricopa Corporate College

Jon Hoban, B.A.
Vice President, Division of Public Service

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

Greg Pereira, Ed.D., M.A.
Vice President, Student Affairs

Todd Simmons, M.Ed., C.P.A.
Vice President, Administrative Services

Maria Bellino, M.B.A., MSIO
Associate Vice President, Administrative and Employee Services

Rachelle Clarke, M.Ed.
Dean, Student Affairs

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

Barbara Khalsa, M.Ed.
Interim Dean, Instruction and Community Development

Karol Schmidt, J.D., Ed.D.
Dean, Instruction and Institutional Effectiveness

Tamara Cochran, M.S.
Associate Dean, Community Development

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

Michael Medlock, M.Ed.
Associate Dean, Instructional Design and Technology

Heather Tyler, M.A.
Associate Dean, Instruction and 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

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
https://www.hlcommission.org/

Addictions and Substance Use Disorders
National Addiction Studies Accreditation Commission
1001 N. Fairfax St., Suite 201
Alexandria, VA 23414
www.nasacaccreditation.org

Dental Hygiene and Clinical Assisting
American Dental Association
Commission on Dental Accreditation
211 E. Chicago Ave.
Chicago, IL 60611-2678
www.ada.org/en/coda/accreditation

Spanish Medical Interpretation
Certification Commission for Healthcare Interpreters
1725 I Street NW, Suite 300
Washington, DC 20006
http://cchicertification.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

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.

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

Julie Cober, B.A., Arizona State University; M.S., Grand Canyon University.

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

Lily Davidov, B.S., Arizona State University; M.B.A., University of Phoenix; D.B.A., University of Phoenix.

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

Shelley Dennis, B.S., University of Illinois at Chicago; M.A., Northern Arizona University; M.A., Andover Newton Theological School; M.D., University of Illinois at Chicago; Ph.D., Drew University.

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.

Tristan Marble, B.A., University of Idaho; M.A., Prescott College.

Mitra Mehraban, B.S., Grand Canyon University; M.Ed., Northern Arizona University.

Gina Pinch, B.S., Arizona State University; M.A.Ed., University of Phoenix.

Robert 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; Ed.D., Northcentral University.

Sarah Stohr, B.A., Lewis & Clark College; M.S., University of Kentucky.

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

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

Emeritus Distinction Faculty

Diana Abel, Ed.D.
Angela Ambrosia, Ph.D.
Julie A. Bertch, Ph.D.
Patricia Case, 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.

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 **2019-2020** Rio Salado College Catalog includes program requirements for new students enrolling in **the Summer 2019 semester, the Fall 2019 semester and the Spring 2020 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 **231**. 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 **447**
- **Certificate and degree programs** on pages **9-11**
- **Tuition and Fees** information on pages **267-270**

Use this catalog to find out about **certificate and degree requirements**. This information is located on pages **43-240**. **Course numbers and descriptions** (on pages **347-446**) 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 **267-270**), **Policies and Procedures** (pages **241-346**), **Academic Advisement** (page **28**), **Career/Counseling Services** (page **30**), **How to Register** (page **36**), **Bookstore** (page **29**), and **Tutoring** (page **41**). Other areas include Rio Salado's **Library Services** (page **34**), **Study Skills** (pages **25-27**), and **Writing Tips** (page **25**).

For Rio Salado College's online catalog, please visit:
http://www.riosalado.edu/catalog/Pages/default.aspx

Who to Contact

Concerns	Phone #	College Department
Academic Advisement	480-517-8580	Academic Advisement
Academic Appeal	480-517-8380	Instructional Helpdesk
Accident at Site	480-377-4555	College Police
Books	480-517-8710 or 1-800-584-8775	Bookstore
Career Services	480-517-8481	Career/Counseling Services
Catalog	480-517-8540	Admissions, Records and Registration
Class Schedule	480-517-8540	Admissions, Records and Registration
College Bridge Pathways	480-517-8110	ABE/HSE/ESOL
Complaints & Grievances (staff)	480-517-8749	Conduct and Community Standards
Complaints and 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	Admissions, 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	Admissions, Records and Registration
Dual Enrollment	480-517-8105	Academic Programs
Financial Aid	480-517-8310	Financial Aid Office
Grade Change	480-517-8540	Admissions, Records and Registration
Graduation	480-517-8540	Admissions, Records and Registration
Incomplete Grade	480-517-8380	Instructional Helpdesk
International Education	480-517-8416 or 1-866-517-8416	International Education Office
Job Hunting Skills	480-517-8481	Career/Counseling Services
Library	480-517-8424	Library
Lost and Found	480-377-4555	College Police
Name Change	480-517-8540	Admissions, Records and Registration
Out-of-State Students	1-833-RIOWAVE	Success Coaches
Parking Tickets	480-377-4555	College Police
Prior Learning Assessment	480-517-8580	Academic Advisement
Personal Problems	480-517-8785	Career/Counseling Services
Registration and Records	480-517-8540	Admissions, Records and Registration
Scholarships	480-517-8310	Financial Aid
Sexual Harassment	480-517-8749	Conduct and Community Standards
Success Coaches	1-833-RIOWAVE	Success Coaches
Technology Helpdesk	480-517-8600 or 1-800-729-1197	Technology Helpdesk
Test Anxiety	480-517-8785	Career/Counseling Services
Testing Information	480-517-8560	Testing and Assessment Center
Transcript Evaluation	480-517-8540	Admissions, Records and Registration
Transcript Request	480-517-8540	Admissions, Records and Registration
Transferring Courses	480-517-8580	Academic Advisement
Tuition & Fees	480-517-8334	Student Business Services Office
Tutoring	480-517-8247	Tutoring
Veterans Benefits	480-517-8153	Veterans Affairs Office
Withdrawing from College	480-517-8540	Admissions, 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 (AAFA)
- AGEC A: Arizona General Education Curriculum

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

Associate in General Studies (AGS) Degree

Associate in Applied Science (AAS) Degrees

- Accounting
- Addictions and Substance Use Disorders
- Administration of Justice Studies
- Adult Learning and Development
- Computer Technology
- Dental Hygiene
- Early Childhood Administration and Management
- Early Learning and Development
- Family Life Education
- General Business
- Insurance Studies
- Mobile Apps Programming
- Nanotechnology
- Organizational Management
- Paralegal
- Programming and Systems Analysis
- Public Administration
- Quality Customer Service
- Retail Management
- Senior Living Management
- Sustainable Food Systems

Certificates of Completion

- Accounting
- Addictions and Substance Use Disorders Level I
- Addictions and Substance Use Disorders Level II
- Administration of Justice
- Adult Learning and Development
- Advanced Computer Usage and Applications
- Child and Family Organization Management and Administration
- Community Dental Health Coordination
- Computer Usage and Applications
- Corrections
- Digital Design
- Entrepreneurial Studies Level I
- Entrepreneurial Studies Level II
- Family Child Care Management
- General Business
- Homeland Security
- Infant and Toddler Development
- Insurance Studies
- iOS Application Development
- Law Enforcement
- Legal Studies
- Mobile Apps Programming
- Nanotechnology
- Networking: Design and System Support
- Organizational Leadership
- Paralegal
- Parent Education
- Professional Addictions Counseling
- Programming
- Programming and Systems Analysis Level I
- Programming and Systems Analysis Level II
- Public Administration
- Quality Customer Service
- Retail Management
- Senior Living Management
- Small Business Management Level I
- Small Business Start-Up
- Sustainable Food Systems
- Victimology
- Web Design: User Interface

Recognition of Academic Achievement

Academic Certificates

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

Teacher Education: Undergraduate Bachelor's Degree Pathways

Elementary Education Grades K-8
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Secondary Education - English Grades 6-12
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Secondary Education - Mathematics Concentration Grades 6-12
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Special Education K-12 Mild to Moderate

Teacher Education: Post-Baccalaureate (Traditional) Programs

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Dance Arts Education PreK-12
Dramatic Arts Education PreK-12
Music Education PreK-12

Teacher Education: Teacher-in-Residence (TIR) Programs

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Structured English Immersion (SEI) Endorsement K-12
Reading Grades Endorsement K-8
Reading Grades Endorsement 6-12
Reading Grades Endorsement K-12

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
- Applied Electrical Technologies
- Broadband Telecommunications
- Corrections
- Detention Services
- Law Enforcement Technology
- Quality Customer Service
- Workforce Development and Community Re-Entry

Certificates of Completion

- Advanced Corrections
- Airline Operations: Reservations and Ticketing Services
- Automobile Insurance Claims: Customer Service
- Automobile Insurance: Customer Service
- Bank Account Management: Customer Service
- Basic Automotive Maintenance
- Basic Corrections
- Broadband Telecommunications
- Broadband Telecommunications: Field Operations
- Credit Counseling: Customer Service
- Debt Resolution: Customer Service
- Detention Services
- Health Care Insurance: Customer Service
- Human Services - Assistance: Public Assistance Eligibility
- Human Services - Specialist: Customer Service
- Human Services - Unemployment Insurance: Customer Service
- Juvenile Corrections
- Law Enforcement Field Training
- Law Enforcement Technology Academy
- Lineman Technology Level I
- Lineman Technology Level II
- Lineman Technology Level III
- Lineman Technology Level IV
- Motor Vehicle: Customer Service
- Personal Loans: Customer Service
- Public Administration: Legal Services
- Public Safety Leadership
- Public Safety Technology
- Quality Customer Service
- Retail Pharmacy: Customer Service
- Utilities: Customer Service
- Water Services: Customer Service
- Workforce Development and Community Re-Entry
- Basic Automotive Maintenance
- 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: Trim Plumbing
- Workforce Development: Foundations in Addictions and Substance Use Disorders
- Workforce Development: Introduction to Sustainable Food Systems



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.

91.5 KJZZ

89.5 fm classical. arts. community. KBACH

KJZZ/KBAQ

KJZZ 91.5 FM and KBAQ 89.5 FM 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, classic jazz and blues—serving more than 268,000 weekly listeners. KBAQ, which is Co-licensed to the District and Arizona State University, is the only classical music station in the Valley— serving more than 204,000 weekly listeners. Listeners can also access programming online or donate 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

SPOT 127

KJZZ's SPOT 127, with East and West Valley facilities, is 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 foster skill development, empower student's pursuit of internship and job opportunities. Visit spot127.org or call us at West Valley: 480-774-8350 or East Valley: 480-774-8380.



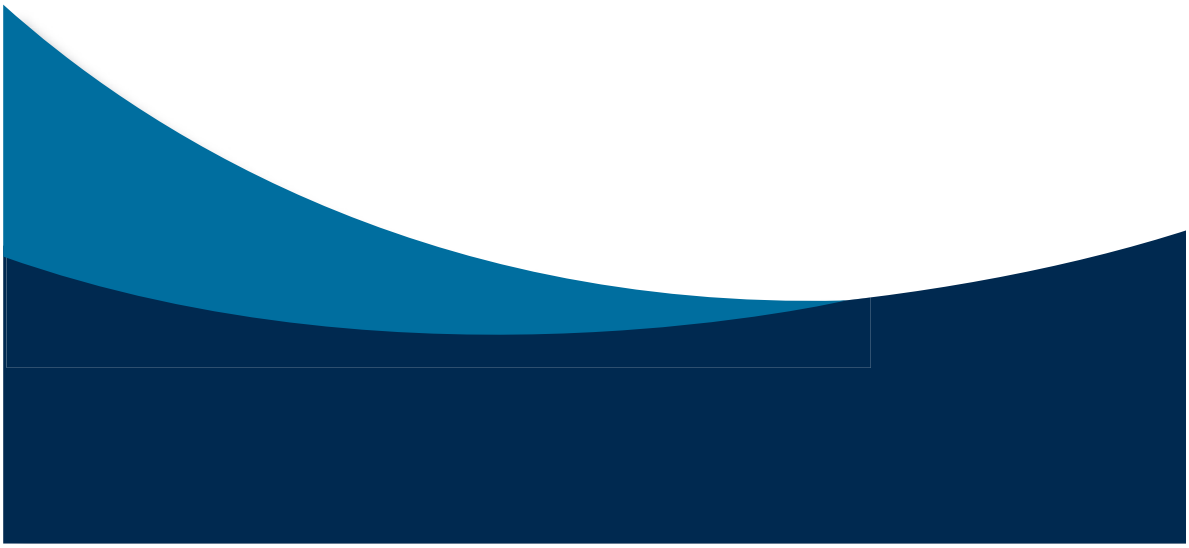
STUDENT INFORMATION & SUPPORT SERVICES

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

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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

- 28 Associate in Applied Science Degrees
- 81 Certificates of Completion
- 10 Academic Certificates
- 27 Customized Partnerships with local government and businesses

Welcome to Rio Salado College



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 nearly 53,000 students annually. 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 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 also owns and operates Sun Sounds of Arizona, a radio reading service for the visually-impaired, as well as 91.5 KJZZ, 89.5 KBAQ, and the SPOT 127 KJZZ youth media centers.

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

Getting Started at Rio Salado College

Rio Salado College's Online New Student Orientation Course (NSO101)

New online students begin by taking the 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. 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 NSO101 will automatically be added to your schedule when you apply to Rio Salado College. If this is your first-time attending college, completion of NSO101 will be required prior to enrolling in classes.
- The course will take approximately 1-2 hours to complete.
- 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 (**www.riolearn.org**), 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

RioCompass

A dynamic online database called RioCompass will help you keep track of your academic progress. You can create and view "to do" items, create a semester by semester plan, contact your assigned advisor, and more. 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 **https://my.maricopa.edu/**. Please be sure to verify that you are able to view your final grade in **https://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

Highlighted Support Services

Academic Advisement

For help with class selections, degree requirements, semester by semester planning, review of 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 **855-622-2332** or visit: **www.riosalado.edu/fa** 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

The Rio Salado Library provides face-to-face and online services and materials to assist students with reference and research, including 24x7 online chat. Visit: **www.riosalado.edu/library** or call **480-517-8424**, or **1-866-670-8420** (outside of Maricopa County).

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) for 24 hour support, or visit: **www.riosalado.edu/helpdesks**.

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 $86/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**.

MARICOPA COMMUNITY COLLEGES

ENROLLMENT STEPS

Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa | Paradise Valley | Phoenix | Rio Salado | Scottsdale | South Mountain

PAYING FOR COLLEGE

EXPLORE PAYING FOR COLLEGE: maricopa.edu/paying-for-college | **Complete the FAFSA** fafsa.gov | **Apply for Scholarships**

Your Name: _____ Fall 20_____ Spring 20_____ Summer 20_____

(complete these steps online and/or in person)

STEP 1 — GET ADMITTED

Create MEID Account and Apply for Admission

maricopa.edu/admissions

To complete STEP 1, submit proof of identification to the college at which you applied.

√

MEID : _____

- *You will use it to log on to all Maricopa student tools.*

Student ID Number: _____

- *You will use it for registration and academic support.*

Maricopa Email: _____

- *Activate your email at: google.maricopa.edu*
- *Make a note of your password in a secure place.*

STEP 2 — DETERMINE PLACEMENT

Our colleges utilize multiple options to determine college course placement for students:

- High School Transcripts, OR
- GED scores, OR
- ACT scores, OR
- Placement Test

maricopa.edu/testing (see details on the back)

√

- **High School Cumulative/Unweighted G.P.A**_____
- *Enter scores as appropriate for one of the following: GED, ACT, or Placement Test if your high school GPA is below a 2.6 or older than 10 years. (see details on the back for these options)*

MATH _____ ENGLISH_____ READING _____

STEP 3 — SEEK ACADEMIC ADVISEMENT

Schedule Advisement Session

maricopa.edu/advisement

(Individual or group advisement may vary from college to college. Check your college for details.)

REGISTER FOR CLASSES

maricopa.edu/register

My first day of class is on:

_____

ATTEND NEW STUDENT ORIENTATION

Schedule Orientation

maricopa.edu/new-student-orientation

My orientation is on:

_____

√

THINGS TO DISCUSS WITH YOUR ADVISOR:

- Placement options (high school transcripts and/or placement tests)
- Review Degrees and Certificates
- Develop your Academic Plan

YOUR CLASSES

STEP 4 — PAY TUITION AND FEES

Explore Payment Options

- Financial Aid and Scholarships
- Payment plan
- Pay in full

maricopa.edu/paying-for-college

√

- Complete the FAFSA - fafsa.gov (Free Application for Federal Student Aid)
- Complete Scholarship Applications
- Enroll in Payment Plan
- Monitor your Student Center for current balance and To Do List

My Current Balance is:

$_____

Make payment arrangements on the day you register!

ENROLLMENT STEPS!
ADDITIONAL INFORMATION

maricopa.edu

1 GET ADMITTED maricopa.edu/admissions

- As you get admitted; complete the FAFSA and scholarship applications at: maricopa.edu/paying-for-college.
- Provide proof of identity to the college at which you applied.
- For tuition purposes, verify your residency status by providing a government issued ID.
- Submit prior education (if applicable) *i.e. High School and/or College/University official transcript.*
- Undecided on a Major? Connect with Counseling and Career Services at your college.
- Visit the campus to familiarize yourself with the services and resources.



2 DETERMINE PLACEMENT maricopa.edu/testing

Submit ONE of the following to determine course placement:

- **High School Transcripts** (submit transcripts if you are currently in high school or graduated from high school within the last 10 years) OR
- **ACT Scores** (request your ACT scores be sent to the college of choice if your ACT scores are from within the last five years) OR
- **GED Scores** (request your GED scores be sent to the college of choice if your GED scores are from 2014 or after) OR
- **Take the Placement Test**

TAKE THE PLACEMENT TEST

- Prepare by reviewing the sample questions at: maricopa.edu/testing.
- Placement test will ensure appropriate level of classes for enrollment.
- The Placement Test is not a pass/fail exam.
- The Placement Test is **untimed** and **FREE**.
- Bring your government issued photo ID on the day of testing.
- To review your test score results, ask for a Course Placement Chart.

3 SEEK ACADEMIC ADVISEMENT maricopa.edu/advisement

- Advisors will help with identifying courses and creating an Educational Plan to meet your academic goals.
- Meet with an advisor every semester prior to class registration.
- Advisement sessions may vary from college to college. Check your college for details.
- Services available in-person, via telephone, email, and more.
- **Ask your advisor about:** College Success Classes, Associate Degrees, Certificates, Transfer options, and Resources and Services.



DON'T FORGET!

1 HOUR OF CLASS TIME = 2 HOURS OF STUDY TIME.

REGISTER FOR CLASSES & ATTEND NEW STUDENT ORIENTATION maricopa.edu/new-student-orientation

- **Register for classes early to:** Ensure the best schedule, maximize financial aid options, and to get prepared for a successful semester.
- Know when your tuition is due.
- New to College Students must attend New Student Orientation. *Research shows that those who participate, have higher rates of attaining their goals.*

4 PAY TUITION AND FEES maricopa.edu/paying-for-college

- Write your tuition balance and due date on the front of this handout.
- Monitor your Student Center for current balance and pay on or before due date.
- Explore paying for college at: maricopa.edu/paying-for-college.
- Complete the Free Application for Federal Student Aid (FAFSA) at fafsa.gov.
- Explore college websites for scholarships, such as the Presidents' Scholarship and more.



The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit **www.maricopa.edu/non-discrimination.**

REV. 02/2019

Common College Terms

Academic Advisor: An academic advisor can help you plan your course of study and select appropriate classes to reach your educational and career goals.

Academic Certificate: A defined and coherent program of study for students who wish to gain additional expertise in an academic area but is not designed to prepare someone for employment in a specific occupation.

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. See Semester Block Calendar.

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, job hunting skills or college success-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.

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.

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.

Guest Students: Students who have not declared a Rio Salado certificate, degree, transfer program, or other program of study are not classified as degree seekers at Rio Salado College.

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 assists with instructional issues that may arise during your online experience. In addition, offers training and support navigating your course in RioLearn. Phone: **480-517-8380** or **1-866-511-8380** (outside of Maricopa County)
E-mail: instruction.helpdesk@riosalado.edu
Web: **www.riosalado.edu/help/instructional**.

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 **https://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.

Out of Block: Classes that do not start and/or end within the timeframe of the selected semester block or classes that overlap different semester blocks are considered "out of block."

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.

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.

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

Program Seekers: Students who have declared a Rio Salado certificate, degree, transfer program, or other program of study in **my.maricopa.edu**.

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 will help you keep track of your academic progress. You can create and view "to do" items, create a semester by semester plan, contact your assigned advisor, and more. 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.facebook.com/groups/RioWavesLounge

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). The Fall and Spring terms have 16 semester blocks. The Summer term has 8 semester blocks. Each semester block 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, which is 16 weeks from the semester block start date.

Semester Block Start Date: The date on which a semester block starts. This is determined by the start date of the earliest class of the semester.

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.

Success Coach: Rio Salado Success Coaches are available to help out-of-state students with enrollment, advising, and financial aid.

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 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, eligible dependents, 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at **https://www.benefits.va.gov/gibill**.

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 enthusiasm—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 in-person).
- 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".

Do not beat yourself up if you do not complete everything on your list.

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

RioLounge is a new Facebook group created to help students connect with other students, network with community members, post notices about buying and selling books, chat about classes and experiences, find study partners and engage in discussions that are important to them. It replaces our Google+ RioLounge service. We hope you will encourage students to join. Here's how to become a member:

- Log into or create a Facebook profile.
- Submit your request to become a member by visiting:

www.facebook.com/groups/RioWavesLounge

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.

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.

- You will discover that you are not alone in your situation
- **www.facebook.com/groups/RioWavesLounge**

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 Calendar 2019 - 2020

Rio Salado College will be closed on the following holidays:

Memorial Day
Monday, May 27

Independence Day
Thursday, July 4

Labor Day
Monday, September 2

Veterans' Day
Monday, November 11

Thanksgiving Holiday Observance
Thursday-Sunday, November 28-December 1

Winter Break
Wednesday-Wednesday, December 25-January 1

Martin Luther King, Jr. Day
Monday, January 20

Presidents' Day
Monday, February 17

Spring Break
Thursday-Friday, March 12-13

Memorial Day
Monday, May 25

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

Term Start Dates

Summer:
4/29/2019 - 8/12/2019

Fall:
8/19/2019 - 12/2/2019

Spring:
1/13/2020 - 4/27/2020

You Have the Whole College Supporting You!

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.

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 classes, choose an associate degree, discuss transfer credit, look for credit for prior learning opportunities, explore transfer opportunities, and discuss many other available resources with you.

An advisor will help you review your degree progress and create a semester-by-semester plan to track your progress in RioCompass. You will also use RioCompass to view your class schedule, advisor contact information, and other resources. For more information on RioCompass please see: **www.riosalado.edu/riocompass**.

For more information, contact an academic advisor at: **480-517-8580** or visit us online at: **www.riosalado.edu/advisement**.

For out-of-state online students: Rio Salado has a team of Success Coaches who can assist you with academic advisement, enrollment, and financial aid. Contact a Success Coach at **1-833-746-9283** for more information.

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 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 College.
- Would like to review your progress towards your Rio Salado College program.
- Would like assistance making a semester by semester plan to complete your program.

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:

- 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.

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. - 6 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

Locations for In-Person Counseling

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

counseling.receptionist@riosalado.edu

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

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

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 & Ocotillo 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

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. Information on community resources.

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

CPD160 Introduction to Multiculturalism. This course helps introduce students to living in a global society.

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, 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 time frame.

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: **https://district.maricopa.edu/book/export/html/10411**

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 and/or fails (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 **241-344**.

Scholarships

Rio Salado students may apply for scholarship funds to assist with education costs. Scholarship awards are based on financial need and merit. To review and apply for scholarships, please visit:

www.riosalado.edu/scholarship

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/fa**

For assistance with financial aid or scholarships, please call **855-622-2332**.

Graduation

When a student wishes to participate in Commencement, they must complete a Commencement participation application prior to March 1st. Students may apply for graduation at any time during the year. 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**.

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 for scholarship eligible students, distinguished multidisciplinary classes, the Honors Forum Lecture Series, and cultural opportunities, including attendance at the Phoenix Symphony 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 Maricopa Community college with a Maricopa cumulative GPA of 3.25 or higher are eligible to apply to the Honors Program. Honors Program students may also apply for Honors scholarships, which include the Honors Achievement Award for part-time students and the Presidents' Honors Scholarship for full-time students who are within one year after their high school graduation. See the Honors Program web page at **www.riosalado.edu/honors** for all eligibility requirements. All Honors students must be enrolled in at least one 3 credit Honors Only course each term (fall and spring only). Honors Only courses are designed to challenge high achieving students.

For more information about the Honors Program, e-mail the Honors Program team at RioSalado.Honors@riosalado.edu or call **480-517-8521**. The Honors Program office is located at Rio Salado College, 2323 W. 14th St., Tempe, AZ 85281-6950, on the first floor of the Rio Tower.

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 Honor Society
Rio Salado College
2323 W. 14th St.
Tempe, AZ 85281
Or call: **480-517-8656** or **480-517-8050**

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 four 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**

Online 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.

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**

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
- Software needed to complete coursework
- Friendly and open environment
- Internet access with WI-FI

We're here to help you:

- Ask a Librarian 24x7 live chat
- Reference services (face-to-face and telephone)
- How Do I…? video series (online tutorials on how to find books, articles, eBooks, and more)
- Interlibrary loan service (to request books and articles from other libraries)
- Library instruction
- Discipline-specific Research Guides (featuring the best library and web resources to assist with student research)
- Student Learning OWL (Outcomes Work Lab) – a one-stop resource for achieving mastery of the following college-level skills: Critical Thinking, Writing, Reading, Information Literacy, and Oral Communication

Library Services

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 face-to-face. Your Maricopa Username (MEID) 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 MCCCD 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 Advisement

Rio Salado College is dedicated to supporting military students, spouses, and dependents of active duty service members and veterans. We offer a wide range of online courses and programs that are MIL TA and GI Bill® approved. Thousands of military personnel have selected Rio Salado College as their education provider. We want to help you reach your educational goals and stretch your educational dollars. All members of the US Armed Forces and their dependents are welcomed.

Rio Salado participates in the GoArmyEd program, 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.

Prior to enrolling, eligible Service members must speak with an Education Service Officer (ESO) or counselor within their Military Service branch/organization.

Rio Salado College - Luke AFB

Through Rio Salado's courses offered in person at Luke Air Force Base, students can work full-time and earn 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.

East Valley Veterans Education Center-EVECC

The Maricopa Community Colleges East Valley Veterans Education Center (EVVEC) provides education outreach and college advisement services to veterans and their family members at no cost. We offer a "one-stop-shop" where veterans can get practical information about community resources and educational services available to successfully pursue a college education. Additional services are provided by in-house educational and community partners.

Military and Veterans Success Center-West Valley

The Military and Veteran Success Center in the West Valley is located adjacent to Luke Airforce Base. This unique center offers a holistic support services to transitional military, veterans, and their spouses.

Why do military students trust Rio Salado College?

- Dedicated Military Advisement Team
- Centralized services
- Counseling services
- Affiliation with Military Associations
- Acceptance of Military credits
- Student Veterans Organizations
- Web presence with military- and veteran-based content

Make your new mission a college education.

www.riosalado.edu/military

480-517-8590 or Toll-free **1-800-517-8590**

East Valley Veterans Education: **www.evvec.org/** **480-384-9850**

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

Registration Checklist

When you contact Rio, have the following information ready:

1. Student Identification Number or your MEID. (Note: See page **37** 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 **267-270**.
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.

Registration

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 **38**.) 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 **https://my.maricopa.edu/** and:

1. Click on "Enroll now"
2. Click on start "New Application"
3. Follow all steps to begin an application before being admitted.

Continuing Students Who Know Their MEID:

Login to Student Center at **https://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 Apply for Admissions.
   a. Click on Continue Saved Application or Reapply.
3. Scroll to Academics and Select Add a Class.
4. Select the career and attendance term.
5. Add a class by entering the course number (Course Nbr). Or click on search for a class.
6. Choose your start date and proceed to step 3 to add to add your class.
7. Finish enrolling.

By Phone

Call **480-517-8540** (or out-of-state **1-833-746-9283**). You may register by phone during the following hours:

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

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

The office may be closed on Holidays and other Observances. 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. Admissions, Records and Registration hours are:

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

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

The office may be closed on Holidays and other Observances. Please check our website for current hours of operation: **www.riosalado.edu/selfserve**

Saturday: CLOSED

By Mail

1. Complete a Student Admission Application.
2. 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.

Drop/Add

During the drop/add period, students may revise their schedules. These changes can be made online at **https://my.maricopa.edu/**, by calling Admissions, Records and Registration at **480-517-8540** or in person at Rio Salado Tempe. Deadlines for full refund and tuition/fee cancellation can be located at:

www.riosalado.edu/cashier/pages/refund.aspx.

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 Admissions, Records and Registration. 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.

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. Your first class start date will determine your semester block start date 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 2019**, Semester Block 1 begins **August 19th** and ends on **December 7th**.

All of your **Fall** classes must be completed within this 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. The planning tool at **www.riosalado.edu/calendar/pages/blocks.aspx** can assist you in scheduling your classes within your selected block.

Some programs may have a Specialized Semester Block Calendar that differs from the Standard Semester Block Calendar.

Contact an academic advisor at **480-517-8580** to learn about the semester block calendars associated with your program of study, or for more information, visit: **www.riosalado.edu/calendar**.

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 Admissions, Records and Registration 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 Admissions, Records and Registration Office immediately so that records can be accurate.

- Call **480-517-8480**.
- Students can also change their address, phone number, and email address online at: **https://my.maricopa.edu/**

My.maricopa.edu

You can now pay for tuition and fees online by going to **https://my.maricopa.edu/** Student Center, under Finances section. Once there, you can select to make a payment in full or you can sign up for a payment plan. (See Tuition Payment Plan for more details).

Student Business Services

Student Business Services is located at Rio Tempe. Contact the Student Business 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 Student Business 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 Student Business Services. The mailing address is Rio Salado College, Student Business Services, 2323 West 14th St., Tempe, AZ 85281.

Please note: Tuition refunds are not automatic. The student must contact Student Business 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 e-mail: dl-rio-cashier@riosalado.edu, or call **480-517-8330**.

Tuition Payment Plan:

My.maricopa.edu

Maricopa Community Colleges offer students an option to pay their tuition and fees in smaller increments over a longer period of time, by setting up a payment plan through **https://my.maricopa.edu/**, under Student Center. The payment plan establishes pre-scheduled payments which are automatically drawn from the student's checking/savings account or credit/debit 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/cashier/Pages/options.aspx**

Office hours for the Student Business 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 **480-517-8330.**

Tuition and Fees (Per Credit Hour):

Maricopa County Resident & Reciprocal Counties

Per credit: **$85**

Offered to students who have resided in AZ for at least 365 days prior to the official start of term.

Note: All AZ counties except Apache and Greenlee are reciprocal.

Out-of-State Online

Per credit: **$250**

Tuition Cap at 11 credits or $2,750 per semester.

Out-of-County

Per credit: **$401**

Offered to students who live in the non-reciprocal AZ counties of Apache and Greenlee.

Note: To apply for the Maricopa County Resident Rate, complete the **Out-of-County Resident** *Affidavit (PDF) and fax to the Student Business Services Office for processing* at* **480-377-4704.****

**Please allow 1-2 business days for processing."*

Non-Resident / Out-of-State (Online Distance Learning Classes)

Per credit: **$215**

Offered to online students who reside in AZ and do not qualify for the Maricopa County Resident Rate.

Note: This rate has been discontinued for new out-of-state students as of 11/14/18. All new out-of-state students will be offered the out-of-state online tuition rate. Continuing out-of-state students will be converted to the out-of-state online tuition rate by Fall 2019.

Incarcerated Re-Entry Program

Per credit-In-State: **$85**
Per credit-Out-of-State: **$215**

Out-of-State Military

Per credit: **$215**

Offered to military students and student veterans who reside out-of-state and do not otherwise qualify for the Maricopa County Resident tuition.

Non-Resident / Out-of-State (In-Person Classes)

Per credit: **$326**

Offered to students who reside in AZ and do not qualify for the Maricopa County Resident Rate.

Please Note: For more information on Tuition and Fees, see pages 267-270.

Out-of-State (WUE)

Per credit: **$127.50**

Offered to out-of-state students participating in Western Undergraduate Exchange (WUE)**

*Note: Students who are residents of a WUE state (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands) are eligible to apply.***

Maricopa County Resident - Senior Rate (Audit or Credit)

Per credit: **$42.50**

This rate applies to Maricopa County residents age 65 or over taking courses for credit or audit. Student is responsible for all other fees and charges.

Note: This rate is currently set at 50% of the Maricopa County Resident tuition.

Fees

Audit Fees

Per credit: **$25**

Registration Processing Fee

Per semester, per college: **$15**

Note: Not applicable to out-of-state online students.

Course Fees

Varies and applicable to Dental and Education courses only.

Effective February 2019, course fees have been eliminated, except for Dental and Education courses. The College reserves the right to add and adjust course fees, as deemed appropriate.

Note: Not applicable to out-of-state online students.

Payment Plan (Optional)

Per semester, per college: **$20**

Processing Fee (Non-refundable)

Returned Check Fee

Per check: **$15**

Transcripts - Official

Per transcript: **$5**

Transcripts - Unofficial

Free

****For more information regarding the Out-of-County Affidavit and WUE, please visit:**

www.riosalado.edu/cashier/Pages/Tuition.aspx

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

RSC Surprise

12535 W. Smokey Drive
Surprise, AZ 85378
480-377-4290

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

Student Complaint Resolution

Rio Salado College is dedicated to providing a quality learning experience to our students. Students who feel that they have been treated unfairly or unjustly may use the Student Solution Center webpage to raise issues to our attention: **www.riosalado.edu/current/StudentSolutionCenter/Pages/default.aspx**.

The College will take action in seeking an appropriate resolution. For instructional complaints, contact the Instructional HelpDesk at **480-517-8380**, **1-866-511-8380** or by email: instructional.helpdesk@riosalado.edu.

For non-instructional complaints, contact the Conduct and Community Standards Office at **480-517-8749** or by email communitystandards@riosalado.edu. For students contesting a grade, contact the faculty member involved. After first completing the institutional complaint resolution process, students may escalate concerns to the Higher Learning Commission at **1-800-621-7440**: **www.hlcommission.org/Student-Resources/complaints.html**.

Rio Salado College is a State Authorization Reciprocity Agreement (SARA) participating institution. The Arizona SARA Council has jurisdiction over Arizona SARA participating institutions in relation to non-instructional complaints for out-of-state distance education students. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Prior to submitting a non-instructional complaint with the Arizona SARA Council, the student must complete Rio Salado College's internal complaint process (as described above). Complaints that comply with SARA requirements may be submitted to the Arizona SARA Council: **https://azsara.arizona.edu/content/complaint-process**.

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, academic and workforce certifications, 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

Please see our website **www.riosalado.edu/transcripts** for the most current information on how to order 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 Services Office

The Veterans Services Office (VSO) is located at 2323 W. 14th St., Tempe, Arizona 85281.

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. Upon completion of enrollment, the VSO is available to assist students in applying for and understanding their Veterans Administration (VA) educational benefits. The VSO 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.

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 VSO.

All enrollment certifications will be submitted to the Department of Veteran Affairs, one week after the start date of the student's course(s). A confirmation e-mail will be sent to the student upon certification.

If the 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.

Tutoring Office hours:

Monday through Thursday:

2:00 p.m. to 7:00 p.m.

Friday - Saturday (Closed Fridays beginning 5/18/18:

9 a.m. to 2 p.m.

For more information, please call **480-517-8247** or visit: **www.riosalado.edu/tutoring**

Office hours for the Veterans Services:

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

Adult Education - College Bridge Pathways

Rio Salado's College Bridge Pathways provides programming to help nontraditional students gain basic skills and literacy with a bridge to college and career. The program helps students strengthen academic skills, build confidence, and begin a college career in a successful learning environment.

- **In-person GED® test preparation classes**
  Classes for students who did not complete high school and for high school graduates who need to review basic reading, writing, and math skills.
- **Online GED® test preparation classes**
  Online classes designed to help students prepare for the GED® test to obtain their high school equivalency diploma.
- **In-person English language classes**
  Classes for non-native English speakers that focus on focus on reading, writing, listening, and speaking the English language.

GED® test preparation and English language classes are taught at six, community-based locations across Maricopa County.

1. **RSC Avondale**
   420 N. Central Avenue
   Avondale, AZ 85323
2. **RSC Downtown**
   619 N. 7th Avenue
   Phoenix, AZ 85007
3. **RSC Northern**
   1715 W. Northern Avenue
   Phoenix, AZ 85021
4. **RSC Southern**
   3320 S. Price Road
   Tempe, AZ 85282
5. **RSC Surprise**
   12535 W. Smokey Drive
   Surprise, AZ 85378
6. **RSC Thomas**
   3631 W. Thomas Road
   Phoenix, AZ 85019

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

- **Adults Achieving a College Education (Adult ACE) Program**

  Adult ACE is a college and career pathways program based on the Maricopa ACE cohort model. It offers students an opportunity to simultaneously attend in-person, web-enhanced, or online college courses and their GED® preparation or high-level English language classes.

  Adult ACE classes are offered at RSC Northern and RSC Thomas locations while students from all six College Bridge Pathways locations are eligible. Benefits of the program include scholarships, assistance with books and financial aid, and support services provided by a dedicated student services specialist.

  For more information, contact:
  Adult.ACE@riosalado.edu.

RISE Learning for Life

RISE Learning for Life, co-located at RSC Surprise, 12535 W. Smokey Drive in Surprise, Arizona, provides non-credit classes to meet community needs. RISE is a locally-based student group serving the Northwest Valley offering 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. It's a wonderful way to expand your horizons and meet new, interesting people.

For more information, call **480-377-4250**.



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

Certificates and Degrees

Accounting.....47

Certificate of Completion in:
- Accounting

Associate in Applied Science in:
- Accounting

Addictions and Substance Use Disorders 49

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

Administration of Justice Studies.....52

Certificate of Completion in:
- Administration of Justice
- Corrections
- Homeland Security
- Law Enforcement
- Legal Studies
- Victimology

Associate in Applied Science in:
- Administration of Justice Studies

Adult Learning and Development.....56

Certificate of Completion in:
- Adult Learning and Development

Associate in Applied Science in:
- Adult Learning and Development

Community Dental Health Coordination..58

Certificate of Completion in:
- Community Dental Health Coordination

Computer Technology 59

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 63

Dental Hygiene 65

Associate in Applied Science in:
- Dental Hygiene

Early Childhood Administration and Management 68

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

Early Learning and Development.....70

Certificate of Completion in:
- Family Child Care Management
- Infant and Toddler Development

Associate in Applied Science in:
- Early Learning and Development

Entrepreneurial Studies 73

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

Family Life Education.....74

Certificate of Completion in:
- Child and Family Organizations Management and Administration
- Parent Education

Associate in Applied Science in:
- Family Life Education

General Business 77

Certificate of Completion in:
- General Business

Associate in Applied Science in:
- General Business

Insurance Studies 79

Certificate of Completion in:
- Insurance Studies

Associate in Applied Science in:
- Insurance Studies

In This Section

Certificates and Degrees

Mobile Apps Programming 81

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

Nanotechnology 83

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

Organizational Management 85

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

Paralegal 87

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

Programming and Systems Analysis 89

Certificate of Completion in:
Programming and Systems Analysis Level I
Programming and Systems Analysis Level II
iOS Application Development
Associate in Applied Science in:
Programming and Systems Analysis

Public Administration 93

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

Quality Customer Service 95

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

Retail Management 97

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

Senior Living Management 99

Certificate of Completion in:
Senior Living Management
Associate in Applied Science in:
Senior Living Management

Small Business Management Level I 101

Certificate of Completion in:
Small Business Management Level I

Small Business Start-Up 101

Certificate of Completion in:
Small Business Start-Up

Sustainable Food Systems 102

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

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**.

Accounting

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.

CIP Code: 52.0301

Program Notes:

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

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

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 availabl.

CIP Code: 52.0301

Program Notes:

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

xxx indicates any suffixed courses.

Consultation with an Academic Advisor is recommended for course selection.

Program Prerequisites: 0-3

CRE101*	College Critical Reading and Critical Thinking (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

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

Accounting

GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS233*	Business Communication	3

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 and Critical Thinking **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, Arts and Design 3

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

Social-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:

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

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

Certificate of Completion in Addictions and Substance Use Disorders Level I

The Certificate of Completion (CCL) in Addictions and Substance Use Disorders Level I 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.

CIP Code: 51.1501

Program Notes:

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

Licensing and certification requirements vary by state.

Required Courses: 21

BHS205*	Therapeutic Models and Intervention	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

Certificate of Completion in Addictions and Substance Use Disorders Level II

The Certificate of Completion (CCL) in Addictions and Substance Use Disorders Level II 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.

CIP Code: 51.1501

Program Notes:

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

xxx indicates any suffixed courses.

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

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

Addictions and Substance Use Disorders

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 (1) *(Note: ASD285 may be repeated for a total of four (4) credit hours. Various topics offered)*	1-4
ASD285xx	Any ASD Addictions and Substance Use Disorders seminar course	1
ASD295	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

Associate in Applied Science in Addictions and Substance Use Disorders

The Associate in Applied Science (AAS) 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 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 (CCL) in Addictions and Substance Use Disorders Level I, a Certificate of Completion (CCL) in Addictions and Substance Use Disorders Level II, and an Associate in Applied Science (AAS) in Addictions and Substance Use Disorders. In addition, a Certificate of Completion (CCL) in Professional Addictions Counseling is also available.

CIP Code: 51.1501

Program Notes:

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

Licensing and certification requirements vary by state.

This program provides the foundational coursework necessary for transfer to the following four-year degree programs:

Grand Canyon University, Bachelor of Science in Counseling with an emphasis in Addiction, Chemical Dependency, and Substance Abuse;

Ottawa University, Bachelor of Science in Addiction Counseling.

With the completion of the AGEC-A, this program provides the foundational coursework necessary for transfer to the Northern Arizona University, Bachelor of Applied Sciences in Public Administration and Justice Studies program.

Students can achieve the AGEC-A by completing a second Humanities, Arts and Design course, a second Social-Behavioral Sciences course (if not fulfilled by Oral Communication requirement), a second Natural Sciences course, and a Computer/Statistics/Quantitative Applications course and by meeting the Awareness Areas and Literacy requirements.

CIS105 Survey of Computer Information Systems or BPC110 Computer Usage and Applications required for students transferring to NAU.

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) **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.

COM225 Public Speaking recommended for students intending to transfer to NAU.

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

Addictions and Substance Use Disorders

Critical Reading 0-3

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

Equivalent as indicated by assessment

Mathematics 3

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

Equivalent as indicated by assessment

Note: MAT14+ College Mathematics or any approved general education course in the Mathematical Applications [MA] area required for students intending to transfer to NAU.

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-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.

BIO100 Biology Concepts OR BIO160 Introduction to Human Anatomy and Physiology recommended for students transferring to NAU.

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 credit.

CIP Code: 51.1501

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 AbuseTreatment 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
ASD285xx	Addictions Seminar	1

Restricted Electives: 3-6

ASD220	Family Dynamics and Addictions	3
ASD250	Group Interventions	3
ASD280*	Addictions and Substance Use Disorders Practicum	6
ASD295	Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing/ Certification Exams	3

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)
- Professional Addictions Counseling (11-14 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

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

Administration of Justice Studies

Associate in Applied Science in Administration of Justice Studies

The Associate in Applied Science (AAS) in Administration of Justice Studies is an interdisciplinary program designed to prepare students for various careers within the criminal justice system and/or transfer to a four year institution. The program also provides criminal justice practitioners with the opportunity to complete the Certificate of Completion (CCL) in Administration of Justice Studies as well as one of four Certificates of Completion in Corrections, Law Enforcement, Legal Studies, and Victimology, and/or a transfer option.

CIP Code: 43.0104

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 30

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS109	Substantive Criminal Law	3
AJS123	Ethics and the Administration of Justice	3
AJS212	Juvenile Justice Procedures	3
AJS225	Criminology	3
AJS230	The Police Function	3
AJS240	The Corrections Function	3
AJS/EMT/ FSC/SWU258	Victimology and Crisis Management (3) **OR**	
AJS200	Current Issues in Criminal Justice (3)	3
AJS260	Procedural Criminal Law	3
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3) **OR**	
BPC110	Computer Usage and Applications (3) **OR**	
AJSxxx	Students may choose course in the Administration of Justice Studies area not listed under Required Courses area (3)	3

Restricted Electives: 9-10

AJS113	Criminal Justice Crime Control Policies and Practices (Fulfills ASU transfer requirement)	3
AJS119	Computer Applications in Justice Studies (Fulfills NAU transfer requirement)	3
AJS162	Domestic Violence (Fulfills Victimology certificate requirement)	3
AJS201	Rules of Evidence (Fulfills Legal Studies certificate requirement)	3
AJS205	Criminal Justice Report Writing (Fulfills Corrections, Law Enforcement and Legal Studies certificate requirement)	3
AJS210	Constitutional Law (Fulfills Legal Studies certificate requirement and NAU transfer requirement)	3
AJS255	Crime, Law, and Mental Health (Fulfills Corrections and Victimology certificate requirement)	3
AJS270	Community Relations (Fulfills GCU transfer requirement)	3
AJS275	Criminal Investigation I (Fulfills Corrections and Law Enforcement certificate requirement and GCU transfer requirement)	3
AJS290BN	Courtroom Testimony Seminar (Fulfills Legal Studies certificate requirement)	1
CIS114DE	Excel Spreadsheet (Fulfills NAU transfer requirement)	3
PSY101	Introduction to Psychology SUN# PSY1101 (3) **OR**	
SOC101	Introduction to Sociology SUN# SOC1101 (3)	3
REC120	Leisure and the Quality of Life	3
SWU171	Introduction to Social Welfare	3

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

Administration of Justice Studies

Free Electives: 7

Recommend the following for transfer:

FOR105	Forensic Science: Physical Evidence (4) **OR**
FOR106	Forensic Science: Biological Evidence (4) **OR**

Any course with the [SQ] general education designation (4) 4

Recommend the following for transfer:

Any course with an [HU] and [G] general education designation **OR** an [HU] and [H] general education designation 3

General Education Requirements: 16-21

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

COM100	Introduction to Human Communication SUN# **COM1100** (3) **OR**
COM110	Interpersonal Communication SUN# **COM1110** (3) **OR**
COM225*	Public Speaking (3) **OR**
COM230	Small Group Communication SUN# **COM2271** (3)

Recommend COM225 for students intending to transfer.

Critical Reading 0-3

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

Equivalent as indicated by assessment

Mathematics 3-5

MAT140*	College Mathematics (5) **OR**
MAT141*	College Mathematics (4) **OR**
MAT142*	College Mathematics SUN# **MAT1142** (3) **OR**

Higher course in the Mathematical Applications [MA] area (3-5) 3-5

General Education Distribution: 4

Humanities, Arts and Design 0

Met by AJS123 in the Required Courses area

Social-Behavioral Sciences 0

Met by AJS/EMT/FSC/SWU258 or AJS200 in Required Courses area

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Recommend FOR105 or FOR106 in Electives area

Certificate of Completion in Administration of Justice

The Certificate of Completion (CCL) in Administration of Justice program is designed to be interdisciplinary by nature and provides students with foundational knowledge of the criminal justice system and operational processes for addressing crime within society. This program also examines diverse populations and communities, and their effects on relationships with the criminal justice system. In addition, this program allows students to familiarize themselves with and evaluate various career opportunities in the criminal justice field and is one pathway to the Associate in Applied Science (AAS) in Administration of Justice.

CIP Code: 43.0104

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

xxx indicates any suffixed courses.

Required Courses: 15

AJS101	Introduction to Criminal Justice SUN# **AJS1101**	3
AJS109	Substantive Criminal Law (3) **OR**	3
AJS260	Procedural Criminal Law (3)	3
AJS123	Ethics and the Administration of Justice	3
AJS230	The Police Function	3
AJS240	The Correction Function	3

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

Administration of Justice Studies

Certificate of Completion in Corrections

The Certificate of Completion (CCL) in Corrections program is designed for students intending to pursue careers in various correctional components of the justice system, including parole, probation, jail, and prisons. Focus is broader learning about the correction function in the context of overall administration of justice system.

CIP Code: 43.0102

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 15

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS123	Ethics and the Administration of Justice (3) **OR**	
AJS255	Crime, Law, and Mental Health (3)	3
AJS212	Juvenile Justice Procedures	3
AJS240	The Correction Function	3
AJS205	Criminal Justice Report Writing (3) **OR**	
AJS275	Criminal Investigation I (3)	3

Certificate of Completion in Homeland Security

The Certificate of Completion (CCL) in Homeland Security program is designed to provide students with the knowledge and skills needed to conduct a homeland security evaluation and to assess, investigate and respond to terrorism incidents. It also provides criminal justice practitioners with an opportunity for academic growth and the development of specialized skills in homeland security.

CIP Code: 43.9999

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 12

AJS/DPR/ FSC139	Emergency Response to Terrorism	3
AJS/DPR/ FSC147	Emergency Preparedness	3
AJS/DPR/ FSC148	Fundamentals of Emergency Management	3
AJS195	International and Domestic Terrorism	3

Certificate of Completion in Law Enforcement

The Certificate of Completion (CCL) in Law Enforcement is designed for students who are interested in pursuing a course of study specifically focused on law enforcement. The certificate program specializes in training and education related to the duties of law enforcement. The program is designed for the student with no Arizona police academy experience and is one pathway to the Associate in Applied Science (AAS) in Administration of Justice.

CIP Code: 43.0107

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 15

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS123	Ethics and the Administration of Justice	3
AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS230	The Police Function	3
AJS275	Criminal Investigation I	3

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

Administration of Justice Studies

Certificate of Completion in Legal Studies

The Certificate of Completion (CCL) in Legal Studies is designed for students who are interested in pursuing a course of study specifically focused on legal studies. It is one pathway to the Associate of Applied Science (AAS) in Administration of Justice.

CIP Code: 43.0104

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 15

AJS109	Substantive Criminal Law	3
AJS201	Rules of Evidence	3
AJS123	Ethics and the Administration of Justice (3) **OR**	
AJS205	Criminal Justice Report Writing (3)	3
AJS210	Constitutional Law	3
AJS260	Procedural Criminal Law	3

Certificate of Completion in Victimology

The Certificate of Completion (CCL) in Victimology is designed for students who are interested in pursuing a course of study specifically focused on crisis intervention, community services, and victim rights. It is one pathway to the Associate in Applied Science (AAS) in Administration of Justice.

CIP Code: 43.0107

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 15

AJS101	Introduction to Criminal Justice	3
AJS162	Domestic Violence	3
AJS225	Criminology	3
AJS255	Crime, Law and Mental Health	3
AJS/EMT/ FSC/SWU258	Victimology and Crisis Management	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Administration of Justice (15 credits)
- Corrections (15 credits)
- Homeland Security (12 credits)
- Law Enforcement (15 credits)
- Legal Studies (15 credits)
- Victimology (15 credits)

Associate in Applied Science in:

- Administration of Justice Studies (62-68 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.*

Adult Learning and Development

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.

CIP Code: 13.1201

Program Notes:

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

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

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, 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.

CIP Code: 13.1201

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 22

Certificate of Completion in Adult Learning and Development (16)

AND

EDU272*	Educational Psychology	3
PSY260*	Psychology of Personality	3

Restricted Electives: 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

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

Adult Learning and Development

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

COM100 Introduction to Human Communication
SUN# COM1100

Critical Reading 0-3

CRE101* College Critical Reading and Critical Thinking (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, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area

Social-Behavioral Sciences 3

CFS205 Human Development (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
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 within the program.

Minimum GPA 2.00

** 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.

CIP Code: 51.0504

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 or certification according to their individual state`s dental practice act.

Required Courses: 11.5

CDH105*	Community Oral Health Project Planning	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

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 within the program.

Minimum GPA 2.00

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

Computer Technology

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.

CIP 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.

Students must earn a grade of C or better in all courses within the program.

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
CIS133DA	Internet/Web Development Level I	3

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.

CIP 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.

Students must earn a grade of C or better in all courses within the program.

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

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

Computer Technology

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.

CIP 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.

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

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
CIS/MMT140*	Survey of Multimedia Technology	2
CIS220DF*	Adobe Photoshop Level II: Advanced Digital Imaging	3
CIS288*	Digital Design Portfolio	2

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, network and information security, advanced operating systems, and customer service skills for IT professionals.

CIP 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.

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

Required Courses: 31

Certificate of Completion in Computer Usage and Applications		17
BPC170*	A+ Exam Prep: Computer Hardware Configuration and Support	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support	3
CIS102	Interpersonal and Customer Service Skills for IT Professionals	1
CIS122AE*	Windows Operating System: Level II	1
CIS190*	Introduction to Networks	3
CIS270*	Essentials of Network and Information Security	3

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

Computer Technology

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.

CIP 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.

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

Required Courses: 34

Certificate of Completion in Computer Usage and Applications		17
CIS120DC	Adobe Animate: Digital Animation	3
CIS120DF	Adobe Photoshop Level I: Digital Imaging	3
CIS124AA	Project Management Software: Level I	1
CIS/MMT140*	Survey of Multimedia Technology	2
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3
CIS288*	Digital Design Portfolio	2

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.

CIP Code: 11.1006

Program Notes:

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

xxx indicates any suffixed courses.

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

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

Computer Technology

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

COM100 Introduction to Human Communication SUN# COM1100

Critical Reading 0-3

CRE101* College Critical Reading and Critical Thinking (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, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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:

- 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 within the program.

Minimum GPA 2.00

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

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

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).

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. 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.

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 Verification
3. Residency History
4. Arizona Statewide Criminal Records
5. Nationwide Criminal Databases
6. Nationwide Sexual Offender Registry
7. Homeland Security Search

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 no matter what age of the convictions
5. Any warrant any state
6. Any misdemeanor conviction for the following no matter how long ago:
   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

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

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

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 controlled substance conviction in last 7 years
8. Any other misdemeanor conviction within last 3 years

   Exceptions: Any misdemeanor traffic (DUI is not considered traffic.)

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.

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.

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.*

Associate in Applied Science in Dental Hygiene

The Associate in Applied Science (AAS) in Dental Hygiene degree prepares students to become primary care oral health professionals. A licensed dental hygienist may provide education, assessment, diagnostic, preventive and therapeutic services, research, and administrative services that support overall health through the promotion of optimal oral health. Hygienists may be employed in general or specialty dental practice in private or public healthcare settings. The program also prepares students for university transfer.

The dental hygiene program offers a rigorous, intensive, science-based curriculum. Students will provide services in clinical settings and will develop a commitment to the community through enrichment experiences serving diverse populations. Successful students will develop and demonstrate critical thinking, as well as ethical and professional behaviors required by the field.

Applicants should possess hand-eye coordination, manual dexterity, and attention to detail. Students in an MCCCD Dental Hygiene program will be exposed to blood-borne pathogens 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.

The Commission on Dental Accreditation of the American Dental Association (211 E. Chicago Ave., Suite 1900, Chicago, IL 60611-2637; (312) 440-4653) grants accreditation to the Phoenix College, Rio Salado College, and Mesa Community College 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.

CIP Code: 51.0602

Program Notes:

Students must complete the Basic Science courses with a GPA of 3.5 or better and General Education courses with a GPA of 3.25 or better as indicated in the Program Prerequisites.

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

Students must earn a grade of 75% or better in the Required Courses area within the core program.

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

For students pursuing a Concurrent Enrollment Program (CEP) or to complete an AGEC-A:

MHL155 and PHI213 are recommended for the Humanities, Arts and Design area for a total of 6 credits in this area.

COM225 with the [L] designation is recommended for the Oral Communication area.

PSY101 and SOC101 are recommended for the Social Behavioral area.

MAT140 or MAT141 or MAT142, MAT145 or MAT146 or higher level is required for the Mathematics area.

An additional course, MAT206 OR PSY230, is required to meet the Computer/Statistics area.

Note: Total credits to obtain a Bachelor of Science degree in Dental Hygiene through NAU as part of the CEP program are 124-129. Some of the courses listed in the prerequisites area are for students pursuing the CEP, and thus are not counted as part of the AAS total program credits.

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

Dental Hygiene

Admission Criteria:

High school diploma or GED equivalency is required.

Completion of program prerequisites.

Completion of Dental Experience/Verification Form.

Program applications will not be accepted without a copy of an Arizona Department of Public Safety Level One Fingerprint Clearance Card.

Acknowledgement of ability to fully participate in classroom, laboratory, or clinical setting program activities.

Formal application and acceptance to the program is required.

After being placed in the program, the following are required:

Admission to an Allied Health program requires that students be in compliance with the Maricopa County Community College District Supplemental Background Check policy. Upon conditional program admission, the student must comply with all requirements of the current MCCCD background check policy.

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.

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

Program Prerequisites: 34-44.5

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

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
HCC/RES109	CPR for Health Care Provider (0.5) **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 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
CHM130*	Fundamental Chemistry (3) **AND**	
CHM130LL*	Fundamental Chemistry with Lab (1) SUN# **CHM1130**	4

Students who have completed CHM138 and CHM138LL, or CHM230 and CHM230LL prior to Fall 2019 have fulfilled the CHM requirement for acceptance into the MCCCD Dental Hygiene program.

Students must complete the following General Education courses with a 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# **COM1110** (3) **OR**	
COM225*	Public Speaking (3) **OR**	
COM230	Small Group Communication SUN# **COM2271** (3)	3

COM225 is recommended for students pursuing a CEP or to complete the AGEC-A to meet the Oral Communication and the Literacy [L] designatio

MAT112*	Mathematical Concepts and Applications (3) **OR**	
MAT140*	College Mathematics (5) **OR**	
MAT141*	College Mathematics (4) **OR**	
MAT142*	College Mathematics SUN# **MAT1142** (3) **OR**	
MAT145*	College Mathematics with Review (5) **OR**	
MAT146*	College Mathematics with Review (6) **OR**	
Satisfactory completion of higher level Mathematics course.		3-6

MAT140 or MAT141 or MAT142 or MAT145 or MAT146 or Higher course in the Mathematical Applications [MA] area is required for students pursuing a CEP or to complete the AGEC-A.

MAT206*	Elements of Statistics SUN# **MAT1160** (3) OR	
PSY230	Introduction to Statistics (3)	0-3

MAT206 or PSY230 is required for students pursuing a CEP or baccalaureate degree to meet the [CS] designation.

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

Dental Hygiene

Any SOCxxx meeting the Social Behavioral [SB] designation. 3

Any PSYxxx meeting the Social Behavioral [SB] designation. 3

For students pursuing a CEP or a baccalaureate and selecting PSY230 to meet the [CS] designation, complete PSY101 to meet the [SB] designation and to fulfill the prerequisite for PSY230.

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

Equivalent as indicated by assessment 0-3

Students who are exempt from CRE101 must complete a course with an [L] designation if pursuing a CEP or to complete the AGEC-A.

Any approved general education course from the Humanities, Arts and Design area. 3-6

MHL155 and PHI213 for a total of 6 credits are recommended for the Humanities, Arts and Design area for students pursuing a CEP or to complete the AGEC-A.

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

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.

COM225 with the [L] Literacy tag is recommended for students pursuing a CEP or to complete the AGEC-A.

Critical Reading 0

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

Mathematics 0

Met by MAT112 if only completing the AAS or met by MAT140 or MAT141 or MAT142 or MAT145 or MAT146 or Higher course in the Mathematical Applications [MA] area if pursing a CEP or an AGEC-A.

General Education Distribution: 0

Humanities, Arts and Design 0

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

MHL155 and PHI213 are recommended for the Humanities, Arts and Design area for students pursuing a CEP or to complete the AGEC-A.

Social-Behavioral Sciences 0

Met by PSYxxx and SOCxxx 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
(92-102.5 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

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.

CIP Code: 13.0401

Program Notes:

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

xxx indicates any suffixed courses.

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

Restricted Electives: 3

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

Selected courses must be in addition to those in the Required Courses area.

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CFSxxx	Any CFS Child/Family Studies Course	1-3
ECHxxx	Any ECH Early Childhood Education Course	1-3
EEDxxx	Any EED Early Education Course	1-3
ITDxxx	Any ITD Infant/Toddler Development Course	1-3

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)

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

Early Childhood Administration and Management

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication
SUN# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication
SUN# COM2271 (3)

Critical Reading 0-3

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

Mathematics 3-5

Any approved general education course from the Mathematics area

General Education Distribution: 10

Humanities, Arts and Design 3

EDU/ENH291 Children's Literature (3)

Social-Behavioral Sciences 3

CFS205 Human Development (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Early Childhood Administration and Management
(60-65 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

Certificate of Completion in Family Child Care Management

The Certificate of Completion (CCL) in Family 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.

CIP Code: 13.1209

Program Notes:

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

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.

CIP Code: 13.1209

Program Notes:

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

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.

CIP Code: 13.1209

Program Notes:

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

xxx indicates any suffixed courses.

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 to Age Eight	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 and Critical Thinking (3) **OR**
Equivalent as indicated by assessment

Mathematics 3-5

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-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.

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.*

Entrepreneurial Studies

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. A Certificate of Completion (CCL) in Entrepreneurial Studies Level II is also available.

CIP Code: 52.0701

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 10-11

EPS150	Introduction to Entrepreneurship	3
EPS160	New Venture Creation	2
EPS162	Introduction to Social Entrepreneurship (3)	
	OR	
EPS195	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.

CIP Code: 52.0701

Program Notes:

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

Required Courses: 18-19

Certification of Completion in Entrepreneurial Studies Level I		10-11
	AND	
EPS161	New Venture Law and Finance (3)	
	OR	
EPS162	Introduction to Social Entrepreneurship (3)	3
EPS165	New Venture Feasibility Analysis	2
MGT253	Owning and Operating a Small Business	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

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

Family Life Education

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.

CIP Code: 19.0708

Program Notes:

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

Required Courses: 19

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# 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

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.

CIP Code: 19.0799

Program Notes:

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

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

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

Family Life Education

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.

CIP Code: 19.0707

Program Notes:

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

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	3
FCS260*	Family and Consumer Science Internship *Note: Students must complete the FCS260 Family and Consumer Science Internship in a setting or with an organization aligned with selected Block and approved by the Program Director or designated faculty member.*	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

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)	

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

Family Life Education

Oral Communication 3

COM110 Interpersonal Communication
SUN# COM1110

Critical Reading 0-3

CRE101* College Critical Reading and Critical Thinking (3) **OR**
Equivalent as indicated 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, Arts and Design 3

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

Social-Behavioral Sciences 3

CFS157 Marriage and Family Life (3)

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

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

** 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.

CIP Code: 52.0101

Program Notes:

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

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)	
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)	1-3

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.

CIP Code: 52.0101

Program Notes:

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

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

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

General Business

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

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 and Critical Thinking (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, Arts and Design 3

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

Social-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.*

Certificate of Completion in Insurance Studies

The Certificate of Completion (CCL) in Insurance Studies program is designed to provide knowledge and skills training for various entry-level positions in the insurance industry. The courses include an introduction to the insurance industry, in addition to principles of property, liability, personal, and commercial insurance.

CIP Code: 52.1701

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 12

INS100	Insurance Industry Profession	3
INS200	Principles of Property and Liability Insurance	3
INS205*	Personal Insurance	3
INS210*	Commercial Insurance	3

Restricted Electives: 6

Students must choose six (6) industry/job related credits from the list of Restricted Electives below.

COMxxx	Any COM Communication course(s) COM110 is recommended.	0-6
FINxxx	Any FIN Financial Planning course(s)	0-6
GBSxxx	Any GBS General Business course(s) GBS151 or GBS205 is recommended.	0-6
MGTxxx	Any MGT Management course(s) MGT175 is recommended.	0-6
MKTxxx	Any MKT Marketing course(s) MKT271 is recommended.	0-6
TQMxxx	Any TQM Total Quality Management course(s) TQM101 is recommended.	0-6

Associate in Applied Science in Insurance Studies

The Associate in Applied Science (AAS) in Insurance Studies program is designed for students who are interested in gaining foundational skills in the insurance industry. Courses provide a framework of knowledge including an introduction to the insurance industry, principles of property and liability insurance, personal, and commercial insurance. The program also includes a Certificate of Completion (CCL) in Insurance Studies.

CIP Code: 52.1701

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 18

Certification of Completion in Insurance Studies	18

Restricted Electives: 21

Students must choose twenty-one (21) industry/job related credits from the list of Restricted Electives below. Any 100/200 level prefixed courses may be selected except courses used to satisfy the Required Courses area.

ACCxxx	Any ACC Accounting course(s)	0-21
CIS113DE	Microsoft Word: Word Processing	0-3
CIS114DE	Excel Spreadsheet	0-3
CIS117DM	Microsoft Access: Database Management	0-3
CIS121AE	Windows Operating System: Level I	0-1
EPSxxx	Any EPS Entrepreneurial Studies course(s)	0-21
FINxxx	Any FIN Financial Planning course	0-21
GBS233*	Business Communication (3) **AND/OR**	
GBSxxx	Any additional GBS General Business course(s)	0-21
IBSxxx	Any IBS International Business course	0-21

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

Insurance Studies

INS220*	Claim Handling Principles and Practices (3) **AND/OR**	
INS225*	Auto Claim Practices (3) **AND/OR**	
INSxxx	Any additional INS Insurance Studies course(s)	0-21
MGTxxx	Any MGT Management course(s)	0-21
MKTxxx	Any MKT Marketing course(s)	0-21
REAxxx	Any REA Real Estate course(s)	0-21
SBSxxx	Any SBS Small Business Management course(s)	0-21
TQMxxx	Any TQM Total Quality Management course(s)	0-21

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

COM100	Introduction to Human Communication SUN# **COM1100** (3) **OR**	
COM230	Small Group Communication SUN# **COM2271** (3)	

Critical Reading 0-3

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

Mathematics 3

MAT112*	Mathematical Concepts and Applications (3) **OR**	
MAT122*	Intermediate Algebra (3)	

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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:

Insurance Studies
(18 credits)

Associate in Applied Science in:

Insurance Studies
(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.*

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.

CIP 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.

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

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 IOS Application Development	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.

CIP Code: 11.0201

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.

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

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

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

Mobile Apps Programming

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.

CIP Code: 11.0201

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.

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

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 and Critical Thinking (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, Arts and Design 3

Any approved general education course from the Humanities, Arts and Design area.

Social-Behavioral Sciences 3

Any approved general education course from the Social-Behavioral Sciences area.

Natural Sciences 4

Any approved general education course from the Natural Sciences area.

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

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

Nanotechnology

Certificate of Completion in Nanotechnology

The Certificate of Completion (CCL) in Nanotechnology program is designed to provide students with the general principles and foundational skills in the micro/nano-fabrication industry and related manufacturing industries. Students will become familiar with nanotechnology processes, materials, and methods for characterization and fabrication. Product stewardship, occupational safety and health procedures are emphasized throughout the program. An Associate in Applied Science (AAS) in Nanotechnology is also available.

CIP Code: 15.1601

Program Notes:

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

Admission Criteria:

A high school diploma or GED equivalency is required.
Formal application and admission to the program is required.

Required Courses: 18

MNT201	Materials, Safety and Equipment for Nanotechnology	3
MNT210	Basic Nanotechnology Processes	3
MNT220	Materials in Nanotechnology	3
MNT230	Patterning for Nanotechnology	3
MNT240	Nanotechnology Applications	3
MNT250	Characterization of Nanotechnology Structures and Materials	3

Associate in Applied Science in Nanotechnology

The Associate in Applied Science (AAS) in Nanotechnology program is designed to provide students with the general principles and foundational skills in the nano/micro-fabrication industry and related manufacturing industries. Students will become familiar with nanotechnology processes, materials, and methods for characterization and fabrication. Product stewardship, occupational safety and health procedures are emphasized throughout the program. A Certificate of Completion (CCL) in Nanotechnology is also available.

CIP Code: 15.1601

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 18

Certificate of Completion in Nanotechnology	18

Restricted Electives: 17-22

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
ECE102*	Engineering Analysis Tools and Techniques	2
ECE103*	Engineering Problem Solving and Design	2
MNT110*	General Principles of Nanotechnology	3
MNT120*	Introduction to Micro Electro-Mechanical Systems	3
PHY111*	General Physics I SUN# PHY1101	4
CISxxx	Any CIS Computer Information Systems course(s)	1-8
CSCxxx	Any CSC Computer Science course(s)	1-8

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

Nanotechnology

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

COM100 Introduction to Human Communication SUN# COM1100 (3)

Critical Reading 0-3

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

Mathematics 3-5

MAT151* College Algebra / Functions SUN# MAT1151 (4) **OR**
MAT182* Plane Trigonometry (3) **OR**
MAT187* Precalculus SUN# MAT1187 (5) **OR**
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities, Arts and Design 3

HISxxx Any HIS History course in the Humanities, Arts and Design area (3)
HIS102 is recommended.

Social-Behavioral Sciences 3

ECN212 Microeconomic Principles SUN# ECN2202 (3)

Natural Sciences 4

CHM130* Fundamental Chemistry (3) **AND**
CHM130LL* Fundamental Chemistry Laboratory (1) SUN# CHM1130

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Nanotechnology
(18 credits)

Associate in Applied Science in:

Nanotechnology
(62 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.*

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, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. The CCL in Organizational Leadership is fully embedded in an Associate in Applied Science (AAS) in Organizational Management.

CIP Code: 52.0213

Program Notes:

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

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
GBS120	Workplace Communication Skills	3
GBS151	Introduction to Business	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, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. A Certificate of Completion (CCL) in Organizational Leadership is fully embedded in this AAS.

CIP Code: 52.1003

Program Notes:

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

Required Courses: 18

Certificate of Completion in Organizational Leadership - Requirements listed below:

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
GBS120	Workplace Communication Skills	3
GBS151	Introduction to Business	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

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

Organizational Management

Restricted Electives: 20

Students must choose 20 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 and Critical Thinking (3) **OR**
Equivalent by assessment

Mathematics 3-5

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

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

Natural Sciences 4

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Organizational Leadership
(18 credits)

Associate in Applied Science in:

Organizational Management
(60-65 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.*

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.

CIP Code: 22.0302

Program Notes:

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

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 and Critical Thinking (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

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.

CIP Code: 22.0302

Program Notes:

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

xxx indicates any suffixed courses.

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
PAR236*	Estate Law for the Paralegal	3
PAR237*	Paralegals and Environmental Law	3
PAR238*	Paralegals and Immigration Law	3
PAR239*	Legal Investigation	3
PAR240	Introduction to eDiscovery for the Paralegal	3
PAR241	Introduction to Legal Project Management	3
PAR242	e_Discovery Project Management	3
PAR260*	Paralegal Internship Skills	1

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

Paralegal

PAR290AA*	Internship for the Paralegal	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)	

Oral Communication 3

COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**	
COM110	Interpersonal Communication SUN# COM1110 (3) **OR**	
COM230	Small Group Communication SUN# COM2271 (3)	

Critical Reading 0

Met by CRE101 College Critical Reading and Critical Thinking 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, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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.*

Certificate of Completion in Programming and Systems Analysis Level I

The Certificate of Completion (CCL) in Programming and Systems Analysis Level I provides an exploration of different computer language and technical skills. The CCL includes, but is not limited to the following: operating systems, local area networks, business communication, team roles, and dynamics. A Certificate of Completion (CCL) in Programming and Systems Analysis Level II, Certificate of Completion (CCL) in iOS Application Development and an Associate in Applied Science (AAS) in Programming and Systems Analysis are also available.

CIP Code: 11.0501

Program Notes:

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

* indicates course has prerequisites and/or corequisites.

xxx indicates any suffixed courses.

Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 24

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS133DA	Internet/Web Development Level I	3
GBS151	Introduction to Business	3
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3) **OR**	
MST150xx*	Any Microsoft Windows course (3)	3
CIS150*	Programming Fundamentals (3) **OR**	
CIS150AB*	Object-Oriented Programming Fundamentals (3)	3
CIS166xx*	Any Web Scripting course(s)	3
CIS119DO* CIS276DA* CIS276DB*	Introduction to Oracle: SQL (3) **OR** MySQL Database (3) **OR** SQL Server Database (3)	3

Select a programming language from below that best aligns with academic and professional goals (1 course for a total of 3 credits) in one of the following areas:

CIS159*	Visual Basic Programming I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3) **OR**	
CIS165xx*	Any Mobile Application Development course (3)	3

Certificate of Completion in Programming and Systems Analysis Level II

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.

CIP Code: 11.0501

Program Notes:

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

* indicates course has prerequisites and/or corequisites.

xxx indicates any suffixed courses.

Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 33-34

The following courses are required and included in CCL Programming and Systems Analysis Level I

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS133DA	Internet/Web Development Level I	3
GBS151	Introduction to Business	3
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3) **OR**	
MST150xx*	Any Microsoft Windows course (3)	3
CIS150*	Programming Fundamentals (3) **OR**	
CIS150AB*	Object-Oriented Programming Fundamentals (3)	3

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

Programming and Systems Analysis

CIS166xx*	Any Web Scripting course(s)	3
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3

Select a programming language from below that best aligns with academic and professional goals (1 course for a total of 3 credits) in one of the following areas:

CIS159*	Visual Basic Programming I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3) **OR**	
CIS165xx*	Any Mobile Application Development course (3)	3

The following courses are required for CCL Programming and Systems Level II

CIS190*	Introduction to Local Area Networks (3) **OR**	
CNT140AA	Introduction to Networks (4) **OR**	
MST140*	Microsoft Networking Essentials (3)	3-4
CIS225*	Business Systems Analysis and Design (3) **OR**	
CIS225AB*	Object-Oriented Analysis and Design (3) **OR**	
CIS250*	Management of Information Systems (3)	3

Select a programming language from below that best aligns with academic and professional goals (1 course for a total of 3 credits) in one of the following areas:

CIS259*	Visual Basic Programming II (3) **OR**	
CIS262xx*	Any C Programming: Level II course (3) **OR**	
CIS263AA*	Java Programming: Level II (3) **OR**	
CIS265*	Advanced iOS Application Development (3)	3

Restricted Electives: 3

Select one of the courses below that best aligns with academic and professional goals for a total of 3 credits. Students may not choose courses they have taken from the required courses area.

CIS224	Project Management Microsoft Project for Windows	3
CIS151*	Computer Game Development-Level I	3
CIS156*	Python Programming: Level I	3
CIS159*	Visual Basic Programming I	3
CIS162xx*	Any C Programming: Level I course	3
CIS163AA*	Java Programming: Level I	3
CIS165xx*	Any Mobile Application Development course	3
CIS251*	Computer Game Development-Level II	3
CIS259*	Visual Basic Programming II	3
CIS262xx*	Any C Programming: Level II course	3
CIS263AA*	Java Programming: Level II	3
CIS265*	Advanced iOS Application Development	3
GBS211	Legal, Ethical and Regulatory Issues of the Internet Studies	3

Associate in Applied Science in Programming and Systems Analysis

The Associate in Applied Science (AAS) in Programming and Systems Analysis program provides an in-depth exploration of different computer language and technical skills. The AAS includes, but is not limited to the following: operating systems, local area networks, business communication, team roles, and dynamics. Certificate of Completions (CCL) in Programming and Systems Analysis Level I and Level II and iOS Application Development are also available.

CIP Code: 11.0501

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

Programming and Systems Analysis

Program Notes:

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

xxx indicates any suffixed courses.

Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 33-34

GBS151	Introduction to Business	3
CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3) **OR**	
MST150xx*	Any Microsoft Windows course (3)	3
CIS133DA	Internet/Web Development Level I	3

Students interested in pursuing an iOS Certificate of Completion (CCL) are recommended to take CIS150AB.

CIS150*	Programming Fundamentals (3) **OR**	
CIS150AB*	Object-Oriented Programming Fundamentals (3)	3
CIS166xx*	Any Web Scripting course(s)	3
CIS190*	Introduction to Networks (3) **OR**	
CNT140AA	Introduction to Networks (4) **OR**	
MST140*	Microsoft Networking Essentials (3)	3-4
CIS225*	Business Systems Analysis and Design (3) **OR**	
CIS225AB*	Object-Oriented Analysis and Design (3) **OR**	
CIS250	Management of Information Systems (3)	3
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3

Select a programming language from below that best aligns with academic and professional goals (2 courses for a total of 6 credits) in one of the following areas:

CIS159*	Visual Basic Programming I (3) **AND**	
CIS259*	Visual Basic Programming II (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **AND**	
CIS262xx*	Any C Programming: Level II course (3) **OR**	
CIS163AA*	Java Programming: Level I (3) **AND**	
CIS263AA*	Java Programming: Level II (3) **OR**	
CIS165xx*	Any Mobile Application Development course (3) **AND**	
CIS265*	Advanced iOS Application Development (3)	6

Restricted Electives: 6

Students may not use courses from the Required Courses Area.

CIS224	Project Management Microsoft Project for Windows	3
CIS151*	Computer Game Development-Level I 3	
CIS156*	Python Programming: Level I	3
CIS159*	Visual Basic Programming I	3
CIS162xx*	Any C Programming: Level I course	3
CIS163AA*	Java Programming: Level I	3
CIS165xx*	Any Mobile Application Development course	3
CIS251*	Computer Game Development-Level II	3
CIS259*	Visual Basic Programming II	3
CIS262xx*	Any C Programming: Level II course	3
CIS263AA*	Java Programming: Level II	3
CIS265*	Advanced iOS Application Development	3
GBS211*	Legal, Ethical and Regulatory Issues of the Internet Studies	3

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

Programming and Systems Analysis

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 and Critical Thinking (3) **OR**
Equivalent as indicated by assessment

Mathematics 3-5

MAT150* College Algebra/Functions SUN# MAT1151 (5) **OR**
MAT151* College Algebra/Functions SUN# (ENG1102 4) **OR**
MAT152* College Algebra/Functions SUN# ENG1102 (3) **OR**
Any MAT course that is equivalent or higher 3-5

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design [HU] area.

Social-Behavioral Sciences 3

ECN211 Macroeconomic Principles (3) **OR**
ECN212 Microeconomic Principles (3) **OR**
SBU200 Society and Business (3) 3

Natural Sciences 4

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area

Certificate of Completion in iOS Application Development

The Certificate of Completion (CCL) in iOS Application Development prepares students for positions in app development for the Apple iPad, iPhone, and Apple Watch series. The program emphasizes knowledge and skills required to design, develop, test, and document structured and object-oriented programs utilizing Swift and Xcode.

CIP Code: 11.0202

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 9-12

CIS105 Survey of Computer Information Systems SUN# CIS1120 **OR**
Permission of Instructor 0-3
CIS150AB* Object-Oriented Programming Fundamentals 3
CIS165* Introduction to IOS Application Development 3
CIS265* Advanced iOS Application Development 3

Certificate(s) or Degree(s) Awarded:

Certificates of Completion in:

- Programming and Systems Analysis Level I (24 credits)
- Programming and Systems Analysis Level II (36-37 credits)
- iOS Application Development (9-12 credits)

Associate in Applied Science in:

- Programming and Systems Analysis (60-67credits)

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

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.

CIP Code: 52.0204

Program Notes:

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

Required Courses: 18

CIS114DE	Excel Spreadsheet	3
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
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.

CIP Code: 52.0204

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 18

Certificate of Completion in Public Administration		18

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

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

Public Administration

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)

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 and Critical Thinking (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, Arts and Design 3

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

Social-Behavioral Sciences 3

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

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

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

** 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.

CIP Code: 52.0411

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 14

COM110	Interpersonal Communication SUN# COM1110 **OR**	
MGT101	Techniques of Supervision (3)	3
GBS120	Workplace Communication Skills (3) **OR**	
GBS233*	Business Communication (3)	3
GBS175	Professional Development	3
CSM/TQM101	Quality Customer Service	3
TQM230	Teamwork Dynamics	2

Restricted Electives: 2-3

BPCxxx	Any BPC Business-Personal Computer course	3
COM263	Elements of Intercultural Communication	3
MGT175	Business Organization and Management	3
MGT251	Human Relations in Business	3
SOC212	Gender and Society	3
TQM200	Leadership for Front-Line Employees	2

For additional Educational Partnership Programs in Quality Customer Service, see pages **177-185**.

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.

CIP Code: 52.0411

Program Notes:

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

xxx indicates any suffixed courses.

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.

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

Quality Customer Service

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.

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 and Critical Thinking (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, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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

Certificate of Completion in Retail Management

The Certificate of Completion (CCL) in Retail Management 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.

CIP Code: 52.0212

Program Notes:

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

Required Courses: 24

ACC111 ACC211	Accounting Principles I (3) **OR** Financial Accounting SUN# ACC2201 (3)	3
BPC110 CIS105	Computer Usage and Applications (3) **OR** Survey of Computer Information Systems SUN# CIS1120 (3)	3
COM100	Introduction to Human Communication SUN# 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

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.

CIP Code: 52.0212

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 24-27

Choose one of the following three accounting sequences:

ACC111 ACC230*	Accounting Principles I (3) **AND** Uses of Accounting Information I (3) **AND**	
ACC240*	Uses of Accounting Information II (3)	
	OR	
ACC111 ACC112* ACC212*	Accounting Principles I (3) **AND** Accounting Principles II (3) **AND** Managerial Accounting SUN# ACC2202 (3)	
	OR	
ACC211 ACC212*	Financial Accounting SUN# ACC2201 (3) **AND** Managerial Accounting SUN# ACC2202 (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

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

Retail Management

MGT101	Techniques of Supervision (3) **OR**	
MGT229	Management and Leadership I (3)	3
MGT179	Utilizing the Human Resources Department (3) **OR**	
MGT276	Personnel/Human Resources Management (3)	3
MKT268	Merchandising (3) **OR**	
MGT180	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)
MGTxxx	Any MGT Management course(s)
MKTxxx	Any MKT Marketing course(s)

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)

ENG102 or ENG108 recommended for students pursuing a bachelors degree at an Arizona university.

Oral Communication 3

COM100	Introduction to Human Communication (3) SUN# COM1100

Critical Reading 0-3

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

Equivalent as indicated by assessment.

Mathematics 3-5

Any approved general education course from the Mathematics area.

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 0

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:

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

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

Senior Living Management

Certificate of Completion in Senior Living Management

The Certificate of Completion (CCL) in Senior Living Management program is designed for students seeking leadership roles in the senior living industry. Students will learn about a variety of living facilities including assisted living, residential care, and continuing care retirement facilities. Students will study theories of the adult lifespan and human development including the psychosocial aspects of the aging process for individuals and their families as well as best business practices and personnel management. The certificate provides students with multidisciplinary studies in leadership and management, business operations, residential care, and hospitality services to prepare students for entry-level leadership positions within senior housing facilities and programs. Students completing this certificate may seek employment as activities directors or business office managers depending upon employer-specific requirements. Additional education, training and/or licensure exams may be required for employment roles such as executive director or assisted living administrator.

CIP Code: 51.0718

Program Notes:

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

Required Courses: 19

HCC130	Fundamentals in Health Care Delivery	3
SLM110	Introduction to Senior Living Management	3
SLM112	Adult Development and Aging for Senior Living Facilities	3
SLM113	Resident Care and Management in Senior Living Facilities	3
SLM114	Organizational Management in Senior Living Facilities	3
SLM116	Human Resource Management in Senior Living Facilities	2
SLM117	Financial Management and Marketing Practices in Senior Living Facilities	2

Associate in Applied Science in Senior Living Management

The Associate in Applied Science (AAS) in Senior Living Management program is designed to prepare future leaders for a career path in the senior living industry and the expanding roles of senior living executives who can adapt to an ever-changing environment of industry demands and growth. The program equips students with essential skills for success in today's ever changing healthcare and human services marketplace: excellent written and oral communication skills; cultural competency; and critical thinking skills. Graduates of all pathways will develop the capacity to work with adults and their families in the management of a variety of senior living housing facilities including assisted living, residential care and continuing care retirement facilities. The program includes a Certificate of Completion (CCL) in Senior Living Management. Students completing the Associate in Applied Science in Senior Living Management may seek employment as activities directors or business office managers or may transfer on for a four-year degree in preparation for employment at the level of executive director or assisted living administrator.

CIP Code: 51.0718

Program Notes:

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

Required Courses: 12

HCC130	Fundamentals in Health Care Delivery	3
MGT229	Management and Leadership1	3
SLM110	Introduction to Senior Living Management	3
SLM113	Resident Care and Management in Senior Living Facilities	3

Restricted Electives: 10-15

ACC111	Accounting Principles I (3)	
	AND	
MKT271	Principles of Marketing (3)	
	OR	
SLM117	Financial Management and Marketing Practices in Senior Living Facilities (2)	5-6

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

Senior Living Management

MGT175	Business Organization and Management (3) **OR**	
SLM114	Organizational Management in Senior Living Facilities (3)	3
MGT251	Human Relations in Business (3) **OR**	
MGT276	Personnel/Human Resources Management (3) **OR**	
SLM116	Human Resource Management in Senior Living Facilities (2)	2-3
PSY156	Understanding Death and Dying (3) **OR**	
SLM112	Adult Development and Aging for Senior Living Facilities (3) **OR**	
SOC265	Sociology of Aging (3)	3

Note: Completion of the above courses fulfills the requirements of the CCL in Senior Living Management (5888).

Free Electives: 12-17

Students should choose twelve (12) to seventeen (17) credits from Free Electives. Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

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

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Critical Reading 0-3

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

Mathematics 3-5

MAT112* Mathematical Concepts and Applications (3) **OR**
MAT140* College Mathematics (5) **OR**
MAT141* College Mathematics (4) **OR**
MAT142* College Mathematics SUN# MAT1142 (3)

OR
MAT150* College Algebra/Functions (5) **OR**
MAT151* College Algebra/Functions (4) **OR**
MAT152* College Algebra/Functions (3)

OR
Any approved general education course in the Mathematical Applications [MA] area

General Education Distribution: 10

Humanities, Arts and Design 3

HCR210 Clinical Health Care Ethics 3

Social-Behavioral Sciences 3

HES100 Healthful Living 3

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Senior Living Management
(19 credits)

Associate in Applied Science in:

Senior Living Management
(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.*

Small Business

Certificate of Completion in Small Business Management Level I

The Certificate of Completion (CCL) in Small Business Management Level I program is designed to meet the needs of individuals who wish to own and/or manage a small business. Prepares students to acquire the skills, tools and knowledge necessary for successful start-up and operations of a business.

CIP Code: 52.0703

Program Notes:

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

This program is not eligible for Title IV Federal Financial Aid.

Required Courses: 10-12

EPS195	Business Start-Up and Planning (2) **OR**	
SBS216*	Planning for a Small Business (2) **OR**	
MGT253	Owning and Operating a Small Business (3)	2-3
SBS200	Small Business Operations	2
SBS202	Small Business Bookkeeping and Tax Preparation (1) **AND**	
SBS203	Financing and Cash Management for a Small Business (1) **OR**	
SBS230	Financial and Tax Management for Small Business (2)	2
SBS204	Small Business Marketing and Advertising (2) **OR**	
SBS220	Internet Marketing for Small Business (2) **OR**	
MKT271	Principles of Marketing (3)	2-3
SBS213	Hiring and Managing Employees	1
SBS214	Small Business Customer Relations	1

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Small Business Management Level I
(10-12 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 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 communit.

CIP Code: 52.0703

Program Notes:

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

This program is not eligible for Title IV Federal Financial Aid.

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

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

Certificate of Completion in Sustainable Food Systems

The Certificate of Completion (CCL) in Sustainable Food Systems curriculum is designed for students with diverse interests in sustainable food careers. Graduates will gain a foundational understanding of the impact of agricultural practices and policies on ecosystems, economies and human cultures. Courses include concepts supporting contemporary food movements, which focus on local and global food systems. In addition, courses will cover careers in sustainable food systems, fundamentals of sustainability, basic nutrition, organic foods production, community garden concepts, food preparation laws and sanitation guidelines, basic principles and techniques for sustainable cooking, and food practices, attitudes and beliefs of different cultures. Foundational courses will equip students with the necessary hands-on skills for employment or self-employment in food service, community gardens and farm-to-table operations. This Certificate will provide Continuing Education Units (CEUs) for professionals who wish to distinguish themselves with expertise in this cutting edge field.

CIP Code: 19.0505

Program Notes:

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

Required Courses: 23

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	6
FON100	Introductory Nutrition (3) **OR**	
FON241	Principles of Human Nutrition (3)	3
FON104	Certification in Food Service Safety and Sanitation	1
FON135	Sustainable Cooking	3
FON143	Food and Culture	3
FON161	Sustainable Food Production Systems	3
FON163	Sustainable Kitchen Practices (3) **OR**	
FON165	Food Entrepreneurship (3)	3
SSH111	Sustainable Cities	3
SUS231	Careers in Sustainability	1

Associate in Applied Science in Sustainable Food Systems

The Associate in Applied Science (AAS) in Sustainable Food Systems curriculum is designed for students with diverse interests in sustainable food careers. Graduates will gain a depth of understanding of the impact of agricultural practices and policies on ecosystems, economies and human cultures. Courses include concepts supporting contemporary food movements, which focus on local and global food systems. In addition, courses will cover careers in sustainable food systems, fundamentals of sustainability, basic nutrition, organic foods production, community garden concepts, food preparation laws and sanitation guidelines, basic principles and techniques for sustainable cooking, and food practices, attitudes and beliefs of different cultures. The program also includes a Certificate of Completion (CCL) in Sustainable Food Systems. Foundational courses will equip students with the necessary hands-on skills for employment or self-employment in food service, community gardens and farm-to-table operations.

CIP Code: 19.0505

Program Notes:

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

Completion of courses in this program will fulfill the requirements of the AGEC-A.

xxx indicates any suffixed courses.

*For students intending to transfer to Arizona State University to earn a Bachelor in Science degree in Sustainability, please note the additional recommended requirements in the Required Courses, Restricted Electives, and Mathematics areas.

Students are recommended to consult with an advisor for course selection.

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

Sustainable Food Systems

Required Courses: 39-40

ENG101*	First-Year Composition SUN# ENG1101 (3) **OR**	
ENG107*	First-Year Composition for ESL (3)	6
FON104	Certification in Food Service Safety and Sanitation	1
FON135	Sustainable Cooking	3
FON143	Food and Culture	3
FON161	Sustainable Food Production Systems	3
FON163	Sustainable Kitchen Practices (3) **OR**	
FON165	Food Entrepreneurship (3)	3
FON241	Principles of Human Nutrition (3) **OR**	
FON241	Principles of Human Nutrition (3) **AND**	
FON241LL*	Principles of Human Nutrition Laboratory (1)	3-4
(FON241 AND FON241LL recommended for students intending to transfer)		3
SSH111	Sustainable Cities	3
SUS231	Careers in Sustainability	1

Note: Completion of the above courses fulfills the requirements of the CCL in Sustainable Food Systems (5158).

AND

AGS164	Plant Growth and Development (4) **OR**	
BIO105	Environmental Biology (4)	4
PHI216	Environmental Ethics	3
SUS110	Sustainable World	3
SUS232*	Professional Skills in Sustainability Practice	3

Note: Students must choose one of the courses below not already satisfied within the CCL in Sustainable Food Systems.

FON163	Sustainable Kitchen Practices (3) **OR**	
FON165	Food Entrepreneurship (3)	3

Restricted Electives: 6-16

Students must choose six (6) to sixteen (16) credits from courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

*Note: For students intending to transfer to Arizona State University to earn a Bachelor in Science in Sustainability, the courses listed below are recommended:

BPC110	Computer Usage and Applications (3) **OR**
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3) **OR**

Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area (3) 3

AND

In consultation with an advisor, select one of the following:

Any approved general education course in the Literacy and Critical Inquiry [L] area with the Cultural Diversity in the U.S. [C] designation (3)

OR

Any approved general education course in the Humanities, Arts and Design [HU] area with the Cultural Diversity in the U.S. [C] designation (3)

OR

Any approved general education courses in the Social-Behavioral Sciences [SB] area with the Cultural Diversity in the U.S. [C] designation (3)

OR

Any approved general education course with the Cultural Diversity in the U.S. [C] designation (3) 3

AND

Complete a foreign language course at the elementary level (102 or equivalent), including American Sign Language IV with a C or better OR demonstrate proficiency through this level as indicated by assessment.

ARBxxx	Any ARB Arabic course(s)
CHIxxx	Any CHI Chinese course(s)
FRExxx	Any FRE French course(s)
GERxxx	Any GER German course(s)
ITAxxx	Any ITA Italian course(s)
JPNxxx	Any JPN Japanese course(s)
SPAxxx	Any SPA Spanish course(s)
SLGxxx	Any SLG Sign Language(s) (0-10)

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

Sustainable Food Systems

General Education Requirements: 9-14

General Education Core: 9-14

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)

Oral Communication 3

COM100 Introduction to Human Communication SUN# COM1100 (3) **OR**
COM110 Interpersonal Communication SUN# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Critical Reading 0-3

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

Equivalent as indicated by assessment.

Mathematics 3-5

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

Satisfactory completion of a higher level Mathematics course.

*Note: Recommended for students intending to transfer to ASU to earn a BS in Sustainability:

MAT150* College Algebra/Functions (5) **OR**
MAT151* College Algebra/Functions (4) **OR**
MAT152* College Algebra/Functions (3) **OR**

Any approved general education course in the Mathematical Applications [MA] area for which MAT15+ is a prerequisite.

General Education Distribution: 0

Humanities, Arts and Design 0

Met by PHI216 in Required Courses area

Social-Behavioral Sciences 0

Met by SUS110 in Required Courses area

Natural Sciences 0

Met by AGS164 or BIO105 in Required Courses area

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Sustainable Food Systems (23 credits)

Associate in Applied Science in:

Sustainable Food Systems (60-70 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.*



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

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- Child and Family Professional Development

Creative Writing 109

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Foundations of Sports Medicine 110

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- Foundations of Sports Medicine

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- K-12 eLearning Design

K-12 Online Teaching 111

Academic Certificates in:
- K-12 Online Teaching

Language and Literary Culture of the USA 112

Academic Certificate in:
- Language and Literary Culture of the USA

Language Studies 113

Academic Certificate in:
- Language Studies

Spanish and Spanish Culture 114

Academic Certificate in:
- Spanish and Spanish Culture

Sustainability 115

Academic Certificate in:
- Sustainability

Sustainability and Ecological Literacy 116

Academic Certificate in:
- Sustainability and Ecological Literacy

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Recognition of Academic Achievement in:
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- Secondary Education - Business Grades 6-12
- Secondary Education - English Grades 6-12
- Secondary Education - History Grades 6-12
- Secondary Education - Mathematics Concentration Grades 6-12
- Secondary Education - Science Concentration Grades 6-12
- Special Education K-12 Mild to Moderate

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Recognition of Academic Achievement in:
- Early Childhood Education Birth-Grade 3
- Elementary Education Grades K-8
- Secondary Education Grades 6-12
- Special Education K-12 Mild to Moderate
- Arts Education PreK-12
- Dance Arts Education PreK-12
- Dramatic Arts Education PreK-12
- Music Education PreK-12

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Recognition of Academic Achievement in:
- Early Childhood Education Birth-Grade 3
- Elementary Education Grades K-8
- Secondary Education Grades 6-12
- Mild-Moderate Disabilities Special Education K-12
- 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

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Recognition of Academic Achievement in:
- Arts Endorsement K-12
- Dance Endorsement K-12
- Dramatic Arts Endorsement K-12
- Music Endorsement K-12
- Early Childhood, Birth through Age 8 or through Grade 3 Endorsement
- Mathematics Endorsement K-8
- Physical Education Endorsement K-12
- Structured English Immersion (SEI) Endorsement K-12
- Reading Grades Endorsement K-8
- Reading Grades Endorsement 6-12
- Reading Grades Endorsement K-12

In This Section

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

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.

CIP Code: 13.1210

Program Notes:

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

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

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

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

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 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 aims to serve a diverse community who may be underrepresented in traditional creative writing programs. 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.

CIP Code: 23.1302

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

xxx indicates any suffixed course.

Admission Criteria:

Students wishing to enroll in the Creative Writing program must complete a formal application; contact Program Director.

Required Courses: 21

ENG210 Creative Writing (3) 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.

> Students are encouraged to see an Academic Advisor for CRW prefixed course selections that are currently being offered at Rio Salado College.

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

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

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.*

Foundations of Sports Medicine

Academic Certificate in Foundations of Sports Medicine

The Academic Certificate (AC) in Foundations of Sports Medicine program will constitute as a first step in a pathway required for a career as an Athletic Trainer. In addition, this program is designed to develop foundational knowledge for a career in sports medicine and (and/or specifically athletic training). The foundational skills include basic assessment of fitness levels; first aid; and CPR. The foundational knowledge includes an ability to articulate methods of preventing sports injuries; to dramatize assessment and initial management of sports injuries in a classroom simulation; and to explain treatment modalities and the process of rehabilitation from a sports injury. The courses required fulfill several admissions requirements for a program in Athletic Training and initiate the development of competencies outlined by the National Athletic Trainers' Association.

CIP Code: 51.0913

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 12

HES100	Healthful Living	3
HES154	First Aid/Cardiopulmonary Resuscitation	3
HES271	Prevention and Treatment of Athletic Injuries	3
HES275*	Rehabilitation and Therapeutic Interventions in Sports Medicine	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Foundations of Sports Medicine
(12 credits)

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

Minimum GPA 2.00

Notes

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

K-12 eLearning

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.

CIP Code: 13.0501

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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

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 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.

CIP Code: 13.0501

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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

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

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.

CIP Code: 13.9999

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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
ENG111*	Technical and Professional Writing (3)	3
ENH111	Literature and the American Experience	3
CRE101*	College Critical Reading and Critical Thinking (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)

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

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

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.

CIP Code: 16.0199

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

xxx indicates any suffixed courses.

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/ASB/ CCS202	Ethnic Relations in the United States (3) **OR**	
SOC241	Race and Ethnic Relations SUN# SOC2215 (3)	3
COM163	Intercultural Communication in Everyday Life	3
COM263	Elements of Intercultural Communication	3
AHUxxx	Any AHU Arabic Humanities course(s)	
ARBxxx	Any ARB Arabic course(s)	
CHIxxx	Any CHI Chinese course(s)	
FLAxxx	Any FLA Foreign Language Acquisition course(s)	
FRExxx	Any FRE French course(s)	
GERxxx	Any GER German course(s)	
GRKxxx	Any GRK Greek course(s)	
HBRxxx	Any HBR Hebrew course(s)	
HEBxxx	Any HEB Hebrew course(s)	
IPPxxx	Any IPP Interpreter Preparation Program course(s)	
ITAxxx	Any ITA Italian course(s)	
ITHxxx	Any ITA Italian Humanities course(s)	
JPNxxx	Any JPN Japanese course(s)	
LATxxx	Any LAT Latin course(s)	
NAVxxx	Any NAV Navajo course(s)	
NVHxxx	Any NVH Navajo Humanities course(s)	
PIMxxx	Any PIM Pima course(s)	
PORxxx	Any POR Portuguese course (s)	
RUSxxx	Any RUS Russian course(s)	
SLCxxx	Any SLC Studies in Language and Culture course(s)	
SLGxxx	Any SLG Sign Language course(s)	
SPAxxx	Any SPA Spanish course(s)	
SPHxxx	Any SPH Spanish Humanities course s)	
TRSxxx	Any TRS Translation and Interpretation course(s)	

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

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.

CIP Code: 16.0905

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

xxx indicates any suffixed courses.

Required Courses: 16

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA201*	Intermediate Spanish I SUN# SPA2201	4
SPA202*	Intermediate Spanish II SUN# SPA2202	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
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
SPA282xx*	Volunteerism for Spanish: A Service Learning Experience (any suffixed course)	1-3
SPA298xx*	Special Projects (any suffixed course)	1-3
SPH245	Hispanic Heritage in the Southwest	3
SPH298xxx	Special Projects (any suffixed course)	1-3

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

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

Sustainability

Academic Certificate in Sustainability

The Academic Certificate (AC) in Sustainability is interdisciplinary and builds a strong academic expertise within a student's desired focus area of Sustainability. The focus areas are established within and among the foundational pillars of Sustainability (social - environmental - economic).

CIP Code: 03.0104

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 6

SSH111	Sustainable Cities	3
SUS110	Sustainable World	3

Restricted Electives: 9-12

Students must select three focus area classes:

ASM104	Bones, Stones, and Human Evolution	4
BIO105	Environmental Biology	4
CHM107	Chemistry and Society (3) **AND**	
CHM107LL*	Chemistry and Society Laboratory (1)	4
COM263	Elements of Intercultural Communication	3
ECN212	Microeconomic Principles	3
EPS150	Introduction to Entrepreneurship	3
ENV101	Introduction to Environmental Science	4
FON135	Sustainable Cooking	3
GLG110	Geological Disasters and the Environment (3) **AND**	
GLG111	Geological Disasters and the Environment Lab (1)	4
GPH113	Introduction to Physical Geography	4
PHI216	Environmental Ethics	3
PSY132	Psychology and Culture	3
SBU200	Society and Business	3
SUS100	Introduction to Sustainability	3
SCT100	Introduction to Sustainable Built Environments	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Sustainability
(15-18 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.*

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.

CIP Code: 03.0104

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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)	6

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)	3

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 within the program.

Minimum GPA 2.00

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

Undergraduate Bachelor's Degree Pathway

Elementary Education Grades K-8

Students in the Elementary Education program are preparing to teach grades K-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 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 and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA. Minimum Academic GPA is 2.50.*

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] 3-6

CRE101* College Critical Reading and Critical Thinking (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# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics Studies [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, Arts and Design [HU] 6

ENH291 Children's Literature (3)
AND

Any approved General Education course in the Humanities, Arts and Design (HU) area

NOTE: ARH101, ARH102, and ENH251 are recommended.

Social-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 31

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. All EDU courses must meet an overall GPA of 3.0.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO100-101	Introduction to the Educator Preparations Programs	0
EDU204*	Fine Arts in Educational Settings	3
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education**	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*	Analyzing Behavior and Managing the Classroom**	3
EDU272*	Educational Psychology	3
EDU287AD*	Master Teacher Seminar IV (Common Core)	1
EDO100-102	Student Teaching Orientation (Option A)	0

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 13

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) and a GPA of 3.0.

Note: Student should register for EDU287AB prior to or along with the remaining EDU Level II courses.

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
EDU287AB*	Master Teacher Seminar II (Assessment)	1

*** 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 **117-156**, 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 an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content). Courses with a final grade of "D" or "F" must be retaken.

EDU277AA* Elementary Student Teaching**+ 8

Note: EDU277AA requires entire block for enrollment but only twelve 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

Elementary Education Grades K-8 Total Credits: 121-124

** 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 maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F"must be retaken regardless of GPA. Minimum Academic GPA is 2.50.*

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] 3-6

CRE101* College Critical Reading and Critical Thinking (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# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics Studies [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 SUN# CIS1120 (3) **OR**
GBS221* Business Statistics SUN# BUS2201 (3) **OR**

Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities, Arts and Design [HU] 6

Any approved General Education course in the Humanities, Arts and Design (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-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-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 13-16

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. All EDU courses must meet an overall GPA 3.0.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO100-101	Introduction to the Educator Preparations Programs	0
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education**	3
EDU222	Introduction to the Exceptional Learner**+	0-3
EDU224*	Brain Development and Learning	3
EDU253*	Analyzing Behavior and Managing the Classroom**	3
EDU287AD*	Master Teacher Seminar IV (Common Core)	1
EDO100-102	Student Teaching Orientation (Option A)	0

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level II 13

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA or NES Subject Knowledge Exams (Content). All EDU courses must meet an overall GPA of 3.0

Note: Student should register for EDU287AB prior to or along with the remaining EDU Level II courses.

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
EDU287AB*	Master Teacher Seminar II: (Assessment)	1
EDO100-102	Student Teaching Orientation (Option A)	0

***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 an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content). Courses with a final grade of "D" or"F" must be retaken.

EDU277AB* Secondary Student Teaching**+ 8

Note: EDU277AB requires entire block for enrollment but only twelve 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

Secondary Education – Business Grades 6-12 Total Credits: 121-133

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

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 and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA. Minimum Academic GPA is 2.50.*

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] 3-6

CRE101* College Critical Reading and Critical Thinking (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# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics Studies [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, Arts and Design [HU] 6

Any approved General Education course in the Humanities, Arts and Design (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-Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) **AND**
POS110 American National Government SUN# POS1110 (3) **OR**
HIS103 United States History to 1865 SUN# HIS1131 (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, Arts and Design (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-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 13-16

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. All students must earn a grade of "C" or better in all General Education courses and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO100-101	Introduction to the Educator Preparations Programs	0
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education**	3
EDU222	Introduction to the Exceptional Learner**+	0-3
EDU224*	Brain Development and Learning	3
EDU253*	Analyzing Behavior and Managing the Classroom**	3
EDU287AD*	Master Teacher Seminar IV (Common Core)	1
EDO100-102	Student Teaching Orientation (Option A)	0

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in content area for which student is seeking certification.

RSC Educator Preparation Coursework Level II 13

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) and an GPA of 3.0.

Note: Student should register for EDU287AB prior to or along with the remaining EDU Level II courses.

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
EDU287AB*	Master Teacher Seminar II (Assessment)	1

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

Undergraduate Bachelor's Degree Pathway

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in 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 an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content). Courses with a final grade of "D" or "F"must be retaken.

EDU277AB*	Secondary Student Teaching**+	8

Note: EDU277AB requires entire block for enrollment but only twelve 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: S**ee 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

Secondary Education – English Grades 6-12 Total Credits: 124-133

** 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 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 and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA. Minimum Academic GPA is 2.50.*

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] 3-6

CRE101* College Critical Reading and Critical Thinking (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# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics Studies [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, Arts and Design [HU] 6

Any approved General Education course in the Humanities, Arts and Design (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-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-Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary History Content Area 21-24

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 SUN # HIS1131	3
HIS104	United States History 1865 to Present SUN # HIS1132	3
HIS105	Arizona History	3
HIS111	World History 1500 to the Present	3
HIS145	History of Mexico	3
HIS277	The Modern Middle East	3

RSC Educator Preparation Coursework Level I 13-16

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. All students must earn a grade of "C" or better in all General Education courses and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO100-101	Introduction to the Educator Preparations Programs	0
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education	3
EDU222	Introduction to the Exceptional Learner**+	3
EDU224*	Brain Development and Learning	3
EDU253*	Analyzing Behavior and Managing the Classroom**	3
EDU287AD*	Master Teacher Seminar IV (Common Core)	1
EDO100-102	Student Teaching Orientation (Option A)	0

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

RSC Educator Preparation Coursework Level II 13

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) and an GPA of 3.0.

Note: Student should register for EDU287AB prior to or along with the remaining EDU Level II courses.

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
EDU287AB*	Master Teacher Seminar II: (Assessment)	1

*** 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 an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content). Courses with a final grade of "D" or "F" must be retaken.

EDU277AB* Secondary Student Teaching**+ 8

Note: EDU277AB requires entire block for enrollment but only twelve 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

Secondary Education – History Grades 6-12 Total Credits: 124-133

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

Undergraduate Bachelor's Degree Pathway

Secondary Education – Mathematics Concentration 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 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 and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA. Minimum Academic GPA is 2.50.*

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] 3-6

CRE101* College Critical Reading and Critical Thinking (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# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics Studies [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, Arts and Design [HU] 6

Any approved General Education course in the Humanities , Arts and Design (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-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 recommended 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-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 SUN# MAT1142 (MA)	3
MAT150*	College Algebra/Functions (5) **OR**	
MAT151*	College Algebra / Functions (4) SUN# MAT1151 **OR**	
MAT152*	College Algebra/Functions (3) **OR**	
MAT187*	Precalculus (5) SUN# MAT1187	3-5
MAT172*	Finite Mathematics	3
MAT182*	Plane Trigonometry	3
MAT206*	Elements of Statistics SUN# MAT1160	3
MAT212*	Brief Calculus SUN# MAT2212	3
MAT220*	Calculus with Analytic Geometry I (5) SUN# MAT2220 **OR**	
MAT221*	Calculus with Analytic Geometry I (4)	4-5
MAT227*	Discrete Mathematical Structures SUN# MAT2227	3
MAT231*	Calculus with Analytic Geometry II	4
MAT241*	Calculus with Analytic Geometry III SUN# MAT2241	4
MAT262*	Differential Equations SUN# MAT2262	3

RSC Educator Preparation Coursework Level I 13-16

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All students must earn a grade of "C" or better in all General Education courses and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO101-101	Introduction to the Educator Preparations Programs	0
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education**	3
EDU222	Introduction to Exceptional Learner**+	0-3
EDU224*	Brain Development and Learning	3
EDU253*	Analyzing Behavior and Managing the Classroom**	3
EDU287AD*	Master Teacher Seminar IV (Common Core)	1
EDO101-102	Student Teaching Orientation (Option A)	0

*** 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 13

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (content) and an GPA of 3.0.

Note: Student should register for EDU287AB prior to or along with the remaining EDU Level II courses.

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
EDU287AB*	Master Teacher Seminar II	1

*** 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 an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content) Courses with a final grade of "D" or "F" must be retaken.

EDU277AB*	Secondary Student Teaching**+	8

Note: EDU277AB requires entire block for enrollment but only twelve 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

Secondary Education – Mathematics Concentration Grades 6-12 Total Credits: 124-133

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

Undergraduate Bachelor's Degree Pathway

Secondary Education – Science Concentration 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. Students must meet a minimum of 120 credits for program completion. All students must earn a grade of "C" or better in all General Education courses and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA. Minimum Academic GPA is 2.50.*

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 and Critical Thinking (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# COM1110 (3) **OR**
COM225* Public Speaking (3) **OR**
COM230 Small Group Communication SUN# COM2271 (3)

Mathematics Studies [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, Arts and Design [HU] 6

Any approved General Education course in the Humanities, Arts and Design (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-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 recommended 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-Behavioral Sciences area

***Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary Science Content Area 16-24

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 GLG103 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 13-16

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All students must earn a grade of "C" or better in all General Education courses and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO100-101	Introduction to the Educator Preparations Programs	0
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education**+	3
EDU222	Introduction to the Exceptional Learner**+#	0-3
EDU224*	Brain Development and Learning	3
EDU253*	Analyzing Behavior and Managing the Classroom**+	3
EDU287AD*	Master Teacher Seminar IV (Common Core)	1
EDO100-102	Student Teaching Orientation (Option A)	0

*** 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 13

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (Content) and an GPA of 3.0.

Note: Student should register for EDU287AB prior to or along with the remaining EDU Level II courses.

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
EDU287AB*	Master Teacher Seminar II (Assessment)	1

*** 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 an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content). Courses with a final grade of "D" or "F" must be retaken.

EDU277AB*	Secondary Student Teaching**+	8

Note: EDU277AB requires entire block for enrollment but only twelve 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

**** Students must meet a minimum of 120 credits for program completion.*

Secondary Education – Science Concentration Grades 6-12
Total Credits: 120-133***

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

Undergraduate Bachelor's Degree Pathway

Special Education K-12 Mild to Moderate

Students in the Special Education Mild to Moderate program are preparing to teach grades K-12. 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.

Notes:

- 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 and maintain an overall GPA of 3.0. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.
- * indicates course has prerequisites and/or corequisites.
- Minimum Academic GPA is 2.5.

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] 3-6

CRE101* College Critical Reading and Critical Thinking (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# COM1110 (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, Arts and Design [HU] 6

ENH291 Children's Literature (3) **AND**

Any approved General Education course in the Humanities, Arts and Design (HU) area

NOTE: ARH101, ARH102, and ENH251 are recommended.

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

Undergraduate Bachelor's Degree Pathway

Social-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 25

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All EDU courses must meet an overall GPA 3.0.

Note: Student should register for EDU287AD prior to or along with the remaining EDU Level I courses.

EDO100-101	Introduction to the Educator Preparations Programs	0
EDU220	Introduction to Serving English Language Learners (ELL)	3
EDU221	Introduction to Education**	3
EDU222	Introduction to the Exceptional Learner**	3
EDU224*	Brain Development and Learning	3
EDU228AC*	Reading and Decoding: Phonics Based	3
EDU230	Cultural Diversity in Education	3
EDU241*	Special Education: Language Development and Disorders	2
EDU243*	Effective Collaboration and Communication Practices in Special Education	1
EDU253*	Analyzing Behavior and Managing the Classroom**+	3
EDU287AD*	Master Teacher Seminar I: (Common Core)	1
EDO100-102	Student Teaching Orientation (Option A)	0

*** 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 21

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with a GPA of 3.0.

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 and Eligibility of Exceptional Learners**+	3
EDU217*	Methods for the Structured English Immersion (SEI)/ESL Student	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 andLevel II coursework with an overall GPA of 3.0 and passage of the AEPA or NES Subject Knowledge Exam (Content). Courses with a final grade of "D" or"F" must be retaken.

EFE232*	Mild-Moderate Disabilities Student Teaching**+	8

Note: EFE232 requires entire block for enrollment but only twelve 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: S**ee 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
EDO100-102	Student Teaching Orientation (Option B)	0
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.

Special Education K-12 Mild to Moderate Total Credits: 123-126

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

Post-Baccalaureate (Traditional) 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 39-45 credits including in-person field experiences in many of the courses, a 60- hour field experience in an infant, toddler, preschool setting AND a twelve- week student teaching experience in a K-3 classroom. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES) or qualify for appropriate subject knowledge waiver through the Arizona Department of Education.

RSC Educator Preparation Coursework Level I 19-25

Prerequisites: Educator Preparation Program Admission Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or"F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparations Programs	0
EDU239*	Structured English Immersion Grades K-8 (3) **OR** 45-clock hour workshop credit certificate from an approved vendor (Transcript evaluation required) *NOTE: If you have taken EDU220, EDU232,or EDU251 you do not need this course.*	0-3

NOTE: If you have taken EDU220, EDU232, or EDU251 you do not need this course.

EDU287AA*	Master Teacher Seminar I: (Common Core)	1
EEP224*	Childhood Development: Prenatal to Age Eight**+	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 Development**+	3
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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.

(See syllabus for grade level requirements.)

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.

EDU287AC*	Master Teacher Seminar III	1
EEP260*	Early Childhood Curriculum and Methods of Math – Birth to Age Eight**+	3
EEP262*	Early Childhood Curriculum and Methods of Science – Birth to Age Eight**+	2
EEP264*	Early Childhood Curriculum and Methods of Social Studies – Birth to Age Eight**+	1
EEP266*	Early Childhood Curriculum and Methods 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.

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

Post-Baccalaureate (Traditional) Programs

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with 3.0 overall GPA and passage of AEPA Early Childhood Education Content Exam.

EEP288*	Student Teaching Lab – Early Childhood**+	4
EEP289*	Internship: Early Childhood Infant, Toddler, Preschool**+	4

Note: (60 hours at a single site offering infant, toddler, preschool, and administration during an 8 week period.)

*** 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.

Early Childhood Education Birth-Grade 3 Total Credits: 39-45

Elementary Education Grades K-8

Students in the Elementary Education program are preparing to teach grades K-8. This program requires 38-44 credits including in-person field experiences in many of the courses as well as a twelve-week 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 19-25

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or"F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU235*	The Exceptional Learner**+	3
EDU239*	Structured English Immersion Grades K-8 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3
EDU270*	Learning and the Brain	3
EDU270AA*	Elementary Reading and Decoding**+	3
EDU271*	Phonics Based Reading and Decoding	3
EDU272*	Educational Psychology	3

Note: For post-baccalaureate students, EDU272 course prerequisite is met with a Bachelor's degree or higher from an accredited university.

EDU276*	Classroom Management and Behavioral Analysis**+	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	1
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 II 10

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge exam and 3.0 GPA.

EDU287AC	Master Teacher Seminar III: (Assessment)	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.

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

Post-Baccalaureate (Traditional) Programs

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with a 3.0 overall GPA and passage of AEPA/NES Elementary Content Exam.

EDU288AA*	Student Teaching Lab – Elementary**+	8

Note: EDU288AA requires entire block for enrollment but only twelve 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.

Elementary Education Grades K-8 Total Credits: 37-43

Secondary Education Grades 6-12

Students in the Secondary Education program are preparing to teach grades 6-12. This program requires 28-34 credits including in-person field experiences in many of the courses as well as a twelve-week 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 10-16

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or"F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU235*	The Exceptional Learner**	3
EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232, or EDU251 you do not need this class.

EDU270*	Learning and the Brain	3
EDU276*	Classroom Management and Behavioral Analysis**+	3
EDU287AA*	Master Teacher Seminar I (Common Core)	1
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 10

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams.

EDU270AB*	Secondary Reading and Decoding	3
EDU274*	Understanding Adolescent Behavior in the Classroom**+ (grades 6-9)	3
EDU287AC*	Master Teacher Seminar III (Assessment)	1
EDU289*	Secondary Methods and Curriculum Development	1

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

Post-Baccalaureate (Traditional) Programs

Secondary Methods Content: Choose only one course below based on approved content for student teaching:

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.

RSC Educator Preparation Coursework Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with a 3.0 overall GPA and passage of AEPA Content Exam.

EDU288AB*	Student Teaching Lab – Secondary**+	8

Note: EDU288AB requires entire block for enrollment but only twelve weeks in the classroom.

Note: Student teaching must be completed in approved content area.

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

+ Indicates that Site-based field experience MUST be done in approved content area.

Secondary Education Grades 6-12 Total Credits: 28-34

Special Education K-12 Mild to Moderate

Students in the Special Education Mild to Moderate program program are preparing to teach Special Education classes in grades K-12. This program requires 38-44 credits including in-person field experience in many of the courses as well as a twelve-week student teaching experience.

RSC Educator Preparation Coursework Level I 12-18

Prerequisites: Educator Preparation Program Admission Application. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU235*	The Exceptional Learner**+	3
EDU242*	Language Development and Disorders	2
EDU244*	Special Education Collaboration and Communication Practices	1
EDU239*	Structured English Immersion Grades K-8 **OR**	
EDU240*	Structured English Immersion Grades 6-12 **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU271*	Phonics Based Reading and Decoding	3
EDU276*	Classroom Management and Behavioral Analysis**+	3
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 (Traditional) Programs

RSC Educator Preparation Coursework Level II 18

Prerequisites: Completion of Level I, FORMAL ADMISSION to Level II and 3.0 overall GPA. Professional Knowledge NES exam.

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 and Eligibility in Special Education**+	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 a 3.0 overall GPA and passage of AEPA Special Education (CC) Content Exam.

EFE291*	Special Education: Mild-Moderate Student Teaching**+	8

Note: EFE291 requires entire block for enrollment but only twelve 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.

Special Education K-12 Mild to Moderate Total Credits: 38-44

Arts Education PreK-12

Students in the Arts Education program are preparing to teach grades PreK-12. This program requires 24-30 credits including in-person field experiences in many of the courses as well as a twelve-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 3-9

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU239*	Structured English Immersion Grades K-8 **OR**	
EDU240*	Structured English Immersion Grades 6-12 **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU276*	Classroom Management and Behavioral Analysis**+	3
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 (Traditional) Programs

RSC Educator Preparation Coursework Level II 9

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge exam and 3.0 overall GPA.

EDU260AA*	Art Methods and Curriculum Development for Elementary**+	4
EDU260AB*	Art Methods and Curriculum Development for Secondary**+	4
EDU287AA*	Master Teacher Seminar I (Common Core)	1

*** 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 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with a 3.0 overall GPA and passage AEPA Art Content Exam.

EFE260*	Student Teaching Lab K-12 - Art**+	12

Note: EFE260 requires entire block for enrollment but only twelve 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.

Arts Education PreK-12 Total Credits: 24-30

Dance Arts Education PreK-12

Students in the Dance Education program are preparing to teach grades PreK-12. This program requires 24-30 credits including in-person field experience in many of the courses as well as a twelve-week student teaching experience. The PreK-12 Dance Arts certificate requires an Arizona Educator Exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 3-9

Prerequisites: Educator Preparation Program Admission Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU239*	Structured English Immersion Grades K-8 **OR**	
EDU240*	Structured English Immersion Grades 6-12 **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU276*	Classroom Management and Behavioral Analysis**+	3
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 (Traditional) Programs

RSC Educator Preparation Coursework Level II 9

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge exam and 3.0 overall GPA.

EDU261AA*	Dance Methods and Curriculum Development for Elementary**+	4
EDU261AB*	Dance Methods and Curriculum Development for Secondary**+	4
EDU287AA*	Master Teacher Seminar I (Common Core)	1

*** 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 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with a 3.0 overall GPA and 24 credits of approved content coursework.

EFE261*	Student Teaching Lab K-12 - Dance**+	12

Note: EFE261 requires entire block for enrollment but only twelve 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.

Dance Arts Education PreK-12 Total Credits: 24-30

Dramatic Arts Education PreK-12

Students in the Dramatic Arts Education program are preparing to teach grades PreK-12. This program requires 24-30 credits including in-person field experience in many of the courses as well as a twelve-week student teaching experience. The PreK-12 Dramatic Arts certificate requires an Arizona Educator Exam (AEPA/NES).

RSC Educator Preparation Coursework Level I 3-9

Prerequisites: Educator Preparation Program Admission Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU239*	Structured English Immersion Grades K-8 **OR**	
EDU240*	Structured English Immersion Grades 6-12 **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU276*	Classroom Management and Behavioral Analysis**+	3
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 (Traditional) Programs

RSC Educator Preparation Coursework Level II 9

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge exam and 3.0 overall GPA.

EDU262AA*	Dramatic Arts Methods and Curriculum Development for Elementary**+	4
EDU262AB*	Dramatic Arts Methods and Curriculum Development for Secondary**+	4
EDU287AA*	Master Teacher Seminar I (Common Core)	1

*** 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 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with a 3.0 overall GPA and passage of AEPA Art Content Exam.

EFE262*	Student Teaching Lab K-12 - Drama**+	12

Note: EFE262 requires entire block for enrollment but only twelve 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.

Dramatic Arts Education PreK-12 Total Credits: 24-30

Music Education PreK-12

Students in the Music Education program are preparing to teach grades PreK-12. This program requires 24-30 credits including in-person field experiences in many of the courses as well as a twelve-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 3-9

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or"F" must be retaken regardless of GPA.

EDO100-101PB	Introduction to the Educator Preparation Programs	0
EDU239*	Structured English Immersion Grades K-8 **OR**	
EDU240*	Structured English Immersion Grades 6-12 **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU276*	Classroom Management and Behavioral Analysis**+	3
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3
EDO100-102	Student Teaching Orientation	0

*** 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 (Traditional) Programs

RSC Educator Preparation Coursework Level II 9

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge exam and 3.0 overall GPA.

EDU263AA*	Music Methods and Curriculum Development for Elementary**+	4
EDU263AB*	Music Methods and Curriculum Development for Secondary**+	4
EDU287AA*	Master Teacher Seminar I (Common Core)	1

*** 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 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with a 3.0 overall GPA and passage of AEPA Music Content exam.

EFE263*	Student Teaching Lab K-12 - Music**+	12

Note: EFE263 requires entire block for enrollment but only twelve 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.

Music Education PreK-12 Total Credits: 24-30

Notes

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

Teacher-in-Residence (TIR) Programs

The Teacher in Residence 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 and utilizes the Alternative Teaching Certificate (formally known as the Intern Teaching Certificate).

Students must be recommended by a school district for employment, as a contracted teacher, provide a current IVP fingerprint card, and appropriate passing subject knowledge exam scores. If teaching in an English Language Development (ELD) classroom, students must also successfully complete an approved Structured English Immersion workshop or course.

NOTE: All application materials are purged after one year from receipt when program enrollment does not transpire.

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 39-45 credits, including in-person field experiences in many of the courses, an internship at the birth through preschool level AND a K-3 student teaching experience. Students must show content proficiency by passing a state-approved content exam (AEPA/NES). Students must be employed as the teacher of record in a kindergarten through third grade classroom.

**NOTE: Birth-preschool internship must be completed during the summer. Can not be employed in a full-time preschool placement for the school year.

Required Coursework: 39-45

EDO100-101TR	Introduction to the Teacher-in-Residence Programs	0
EDU239*	Structured English Immersion Grades K-8 (3) **OR** 45-clock hour workshop credit certificate from an approved vendor (Transcript evaluation required)	0-3
EDU287AA*	Master Teacher Seminar I: (Common Core)	1
EDU287AC*	Master Teacher Seminar III: (Assessment)	1
EEP224*	Childhood Development: Prenatal to Age Eight	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 Development**	3
EEP260*	Early Childhood Curriculum and Methods of Math – Birth to Age Eight**	3
EEP262*	Early Childhood Curriculum and Methods of Science – Birth to Age Eight	2
EEP264*	Early Childhood Curriculum and Methods of Social Studies – Birth to Age Eight**	1
EEP266*	Early Childhood Curriculum and Methods 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
EEP289*	Internship: Early Childhood Infant, Toddler, Preschool	4
EFE297AC*	Intern Certificate Student Teaching Lab – K-3 Level I**	1
EFE297AD*	Intern Certificate Student Teaching Lab - K-3 Level II	1
EFE297AE*	Intern Certificate Student Teaching Lab - K-3 Level III	1
EFE297AF*	Intern Certificate Student Teaching Lab - K-3 Level IV	1

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

Teacher-in-Residence (TIR) Programs

POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Early Childhood Education Birth-Grade 3 Total Credits: 39-45

Elementary Education Grades K-8

Students in the Elementary Education program are preparing to teach grades K-8. This program requires 37-43 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 content knowledge exam (AEPA/NES).

Required Coursework: 37-43

EDO100-101	Introduction to the Teacher-in-Residence Programs	0
EDU235*	The Exceptional Learner**	3
EDU239*	Structured English Immersion Grades K-8 (3) **OR** 45-clock hour workshop credit certificate from an approved vendor (Transcript evaluation required)	0-3
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 and Behavioral Analysis**	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	1
EDU287AC*	Master Teacher Seminar III: (Assessment)	1
EDU290*	Science Methods and Curriculum Development**	3
EDU293*	Mathematics Methods and Curriculum Development**	3
EDU295*	Social Studies Methods and Curriculum Development**	3
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Elementary Education Grades K-8 Total Credits: 37-43

Secondary Education Grades 6-12

Students in the Secondary Education program are preparing to teach grades 6 - 12. This program requires 28-34 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). **Do not take any Middle-Grade NES exam. Rio does not have an Approved Middle-Grade program.**

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

Teacher-in-Residence (TIR) Programs

Required Coursework: 28-34

EDO100-101	Introduction to the Educator Preparation Programs (TIR)	0
EDU235*	The Exceptional Learner**	3

Note: Students who have taken EDU272 do not need EDU235.

EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved vendor (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU256AC*	Intern Certificate Student Teaching Lab - Secondary Education I**	2
EDU256AD*	Intern Certificate Student Teaching Lab - Secondary Education II**	2
EDU256AE*	Intern Certificate Student Teaching Lab - Secondary Education III**	2
EDU256AF*	Intern Certificate Student Teaching Lab - Secondary Education IV**	2
EDU270*	Learning and the Brain	3
EDU270AB*	Secondary Reading and Decoding**	3
EDU274*	Understanding Adolescent Behavior in the Classroom**	3
EDU276*	Classroom Management and Behavioral Analysis **	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	1
EDU287AC*	Master Teacher Seminar III: (Assessment)	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
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Secondary Education Grades 6-12
Total Credits: 28-34

Mild to Moderate Disabilities Special Education K-12

The Teacher in Residence intern program allows students who already hold a bachelor's degree to receive employment in a classroom while simultaneously completing their education coursework toward certification. All TIR students are required to participate in an Induction Program (webinars, blogs, flip camera submissions and formal evaluations).

Rio Salado's Educator Preparation Program offers the Mild/Moderate Special Education certification program.

Required Coursework: 38-44

EDO100-101	Introduction to the Teacher-in-Residence Programs (TIR)	0
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 and Eligibility in Special Education**	3
EDU235*	The Exceptional Learner**	3

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

Teacher-in-Residence (TIR) Programs

EDU239*	Structured English Immersion Grades K-8 (3) **OR**	
EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3
EDU242*	Language Development and Disorders	2
EDU244*	Special Education Collaboration and Communication Practices	1
EDU271*	Phonics Based Reading and Decoding**	3
EDU276*	Classroom Management and Behavioral Analysis**	3
EDU293*	Mathematics Methods and Curriculum Development**	3
EFE291AC*	Special Education: Mild-Moderate Student Teaching I	2
EFE291AD*	Special Education: Mild-Moderate Student Teaching II**	2
EFE291AE*	Special Education: Mild-Moderate Student Teaching III**	2
EFE291AF*	Special Education: Mild-Moderate Student Teaching IV**	2
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** AEPA Exam Passing Score on the Constitution of the United States and Arizona Exam (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Mild to Moderate Disabilities Special Education K-12 Total Credits: 38-44

Arts Education K-12: Fine Arts

Students in the Fine Arts program are preparing to teach grades K-12. This program requires 24-30 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: 24-30

EDU239*	Structured English Immersion Grades K-8 (3) **OR**	
EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3

NOTE: If you have taken EDU220, EDU232 or EDU251 you do not need this class.

EDU260AA*	Art Methods and Curriculum Development for Elementary**	4
EDU260AB*	Art Methods and Curriculum Development for Secondary	4
EDU276*	Classroom Management and Behavioral Analysis**	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	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
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** U.S. and AZ Constitution – Passing AEPA Exam Score (transcript evaluation required)	0-3

Arts Education K-12: Fine Arts Total Credits: 24-30

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

Teacher-in-Residence (TIR) Programs

Arts Education K-12: Dance Education

Students in the Dance Education program are preparing to teach grades K-12. This program requires 24-30 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 subject knowledge exam (AEPA/NES).

Required Coursework: 24-30

EDO100-101TIR	Introduction to the Teacher-in-Residence Programs	0
EDU239*	Structured English Immersion Grades K-8 (3) **OR**	
EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3
EDU261AA*	Dance Methods and Curriculum Development for Elementary**	4
EDU261AB*	Dance Methods and Curriculum Development for Secondary	4
EDU276*	Classroom Management and Behavioral Analysis**	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	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
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2) **OR** U.S. and AZ Constitution – Passing AEPA Exam Score (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Arts Education K-12: Dance Education Total Credits: 24-30

Arts Education K-12: Dramatic Arts Education

Students in the Dramatic Arts Education program are preparing to teach grades K-12. This program requires 24-30* 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 content knowledge exam (AEPA/NES).

Required Coursework: 24-30

EDO100-101TIR	Introduction to the Teacher-in-Residence Programs	0
EDU239*	Structured English Immersion Grades K-8 (3) **OR**	
EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3
EDU262AA*	Dramatic Arts Methods and Curriculum Development for Elementary**	4
EDU262AB*	Dramatic Arts Methods and Curriculum Development for Secondary	4
EDU276*	Classroom Management and Behavioral Analysis**	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	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

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

Teacher-in-Residence (TIR) Programs

EFE262AE*	Intern Certificate Student Teaching Lab K-12 – Drama Education III**	3
EFE262AF*	Intern Certificate Student Teaching Lab K-12 – Drama Education IV**	3
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** U.S. and AZ Constitution – Passing AEPA Exam Score (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Arts Education K-12: Dramatic Arts Education Total Credits: 24-30

Arts Education K-12: Music Education

Students in the Music Education program are preparing to teach grades K-12. This program requires 24-30 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 content knowledge exam (AEPA/NES).

Required Coursework: 24-30

EDO100-101	Introduction to the Teacher-in-Residence Programs	0
EDU239*	Structured English Immersion Grades K-8 (3) **OR**	
EDU240*	Structured English Immersion Grades 6-12 (3) **OR** 45-clock hour workshop credit certificate from an approved provider (Transcript evaluation required)	0-3
EDU263AA*	Music Methods and Curriculum Development for Elementary**	4
EDU263AB*	Music Methods and Curriculum Development for Secondary	4
EDU276*	Classroom Management and Behavioral Analysis**	3
EDU287AA*	Master Teacher Seminar I: (Common Core)	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
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2) **OR** U.S. and AZ Constitution – Passing AEPA Exam Score (Transcript evaluation required)	0-3

*** Indicates that IVP fingerprint clearance is required prior to enrollment.*

Arts Education K-12: Music Education Total Credits: 24-30

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

Teacher Endorsement Programs

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:

EDU260AA*	Art Methods and Curriculum Development for Elementary	4
EDU260AB*	Art Methods and Curriculum Development for Secondary	4

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:

EDU261AA*	Dance Methods and Curriculum Development for Elementary	4
EDU261AB*	Dance Methods and Curriculum Development for Secondary	4

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:

EDU262AA*	Dramatic Arts Methods and Curriculum Development for Elementary	4
EDU262AB*	Dramatic Arts Methods and Curriculum Development for Secondary	4

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:

EDU263AA*	Music Methods and Curriculum Development for Elementary	4
EDU263AB*	Music Methods and Curriculum Development for Secondary	4

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:

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
EEC295*	Early Learning: Infant/Toddler/ Preschool Internship	4

Note: Requires 60 hours at a single site offering infant, toddler, preschool, and administration during an 8 week period.

EEC297*	Early Learning: Student Teaching Lab	4

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

Teacher Endorsement Programs

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:

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

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:

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

A Full Structured English Immersion (SEI) endorsement, English as a Second Language (ESL) endorsement, or Bilingual endorsement is required of a teacher who is instructing students in a sheltered English immersion or structured English immersion model. For a list of approved Arizona State Board approved SEI endorsement courses and approved training, visit:

http://www.azed.gov/oelas/sei-endorsement/.

Required Coursework:

EDU239*	Structured English Immersion Grades K-8	3
EDU240*	Structured English Immersion Grades 6-12	3

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:

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

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

Teacher Endorsement Programs

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:

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
EPD272AB*	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:

ENH291	Children's Literature	3
ENH292	Literature for Adolescents	3
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 Adolescent Reading and Writing Instruction 6-12	3
EPD272AA*	Elements of Elementary Content Area Reading and Writing K-8	3
EPD272AB*	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

Educational Partnerships & Customized Training

Airline Operations 161

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Airline Operations: Reservations and Ticketing Services

Associate in Applied Science in

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Applied Electrical Technologies..... 163

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Lineman Technology Level I

Lineman Technology Level II

Lineman Technology Level III

Lineman Technology Level IV

Associate in Applied Science in

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Broadband Telecommunications 166

Certificate of Completion in:

Broadband Telecommunications

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Broadband Telecommunications

Corrections 168

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Corrections

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Detention Services

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Law Enforcement Field Training

Public Safety Technology

Public Safety Leadership

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Law Enforcement Technology

Public Administration: Legal Services 176

Certificate of Completion in

Public Administration: Legal Services

Quality Customer Service 177

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Quality Customer Service

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Human Services - Specialist: Customer Service

Human Services - Unemployment Insurance: Customer Service

Automobile Insurance: Customer Service

Automobile Insurance Claims: 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

Health Care Insurance: Customer Service

Personal Loans: Customer Service

Debt Resolution: Customer Service

Associate in Applied Science in

Quality Customer Service

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**.

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  - 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: Trim Plumbing
  - Workforce Development: Foundations in Addictions and Substance Use Disorders
  - Workforce Development: Introduction to Sustainable Food Systems
  - Basic Automotive Maintenance
- Associate in Applied Science in
  - Workforce Development and Community Re-Entry

Airline Operations

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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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

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 airline business operations while still meeting the rigid Federal Aviation Administration requirements. Students will focus on airline reservations, ticketing services, and customer service procedures.

CIP Code: 49.0104

Program Notes:

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 26-28

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 and Ticketing Services	10

Restricted Electives: 11-13

Students must choose 11-13 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 and Critical Thinking (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, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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 and Ticketing Services (10 credits)

Associate in Applied Science in:

Airline Operations (61-64 credits)

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

Minimum GPA 2.00

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

Applied Electrical Technologies

Certificate of Completion in Lineman Technology Level I

The Certificate of Completion (CCL) in Lineman Technology Level I program is designed to provide students with the training needed for employment in the electrical utility industry. Topics covered in the courses include an introduction to line work equipment, tools and safety. An emphasis is placed on equipment and procedures for overhead line construction including climbing, grounding and creating a safe zone in addition to taking lines out of service. Also covers underground line construction equipment and procedures as well as trenching, excavating and handling Blue Stake laws and markings. The program also includes a Certificate of Completion in Lineman Technology Level II, Certificate of Completion in Lineman Technology Level III, Certificate of Completion in Lineman Technology Level IV, and an Associate in Applied Science in Applied Electrical Technologies.

CIP Code: 46.0399

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 16

UTP110	Hand and Power Tools for Linemen	1
UTP111	Line Work Equipment and Safety	4
UTP112	Line Construction	3
UTP113	Rigging Fundamentals	3
UTP114*	Line Construction Procedures	3
UTP115	Underground Line Construction	2

Certificate of Completion in Lineman Technology Level II

The Certificate of Completion (CCL) in Lineman Technology Level II program is designed to provide students with the training needed for employment in the electrical utility industry. Topics covered in the courses include an introduction to transformer theory including basic structure and functions of single and three phase-transformers, blueprint reading and calculations in addition to safety procedures for energizing transformers. Also covers hot stick terminology, equipment, and procedures in addition to rigging theory and calculations for hot stick application, as well as site operations and safety. The program also includes a Certificate of Completion in Lineman Technology Level I, Certificate of Completion in Lineman Technology Level III, Certificate of Completion in Lineman Technology Level IV, and an Associate in Applied Science in Applied Electrical Technologies.

CIP Code: 46.0399

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Program Prerequisites: 16

CCL in Lineman Technology Level I	16

Required Courses: 18

UTP150	Introduction to Transformer Theory	3
UTP151	Transformer Theory Design and Function	3
UTP152	Transformer Diagramming and Calculations	3
UTP155	Introduction to Hot Stick	3
UTP156	Hot Stick Theory and Calculations	3
UTP157	Hot Stick Work Site and Equipment	3

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

Applied Electrical Technologies

Certificate of Completion in Lineman Technology Level III

The Certificate of Completion (CCL) in Lineman Technology Level III program is designed to provide students with the training needed for employment in the electrical utility industry. Topics covered in the courses include overhead and underground distribution line design in addition to considerations and procedures for personal protective grounding. Also covers transformer operations and troubleshooting, design and operations of various types of substations, and an overview of emerging technologies in electrical energy production. The program also includes a Certificate of Completion in Lineman Technology Level I, Certificate of Completion in Lineman Technology Level II, Certificate of Completion in Lineman Technology Level IV, and an Associate in Applied Science in Applied Electrical Technologies.

CIP Code: 46.0399

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Program Prerequisites: 34

CCL in Lineman Technology Level II		34

Required Courses: 16

UTP210	Personal Protective Grounding	2
UTP211	Overhead Distribution Line Design	3
UTP212	Underground Distribution Line Design	3
UTP215	Emerging Technologies	2
UTP216	Transformer Operations and Troubleshooting	3
UTP217	Electrical Substations	3

Certificate of Completion in Lineman Technology Level IV

The Certificate of Completion (CCL) in Lineman Technology Level IV program is designed to provide students with the training needed for employment in the electrical utility industry. Topics covered in the courses include maps, schematics and metering theory for linemen in addition to power distribution and operations and applied line topics. The program also includes a Certificate of Completion in Lineman Technology Level I, Certificate of Completion in Lineman Technology Level II, Certificate of Completion in Lineman Technology Level III, and an Associate in Applied Science in Applied Electrical Technologies.

CIP Code: 46.0399

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Program Prerequisites: 50

CCL in Lineman Technology Level III		50

Required Courses: 8

UTP250	Maps and Schematics for Linemen	1
UTP251	Metering Theory for Linemen	2
UTP255	Power Distribution Operations	2
UTP258	Applied Line Topics	3

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

Applied Electrical Technologies

Associate in Applied Science in Applied Electrical Technologies

The Associate in Applied Science (AAS) in Applied Electrical Technologies program is designed to provide students with the training needed for employment in the electrical utility industry. Topics covered in the certificates include equipment and procedures for overhead and underground distribution line design in addition to considerations and procedures for personal protective grounding. Also covers transformer theory, structure, operations and troubleshooting, and equipment, procedures and calculations for hot stick application. Design and operations of various types of substations, and an overview of emerging technologies in electrical energy production is also covered in addition to maps, schematics and metering theory for linemen and applied line topics. The program includes a Certificate of Completion in Lineman Technology Level I, Certificate of Completion in Lineman Technology Level II, Certificate of Completion in Lineman Technology Level III and Certificate of Completion in Lineman Technology Level IV.

CIP Code: 46.0399

Program Notes:

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 58

Certificate of Completion in Lineman Technology IV	58

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)

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 0-3

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

Equivalent as indicated by assessment

Mathematics 3-5

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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:

- Lineman Technology Level I (16 credits)
- Lineman Technology Level II (34 credits)
- Lineman Technology Level III (50 credits)
- Lineman Technology Level IV (58 credits)

Associate in Applied Science in:

- Applied Electrical Technologies (80-85 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.*

Broadband Telecommunications

Certificate of Completion in Broadband Telecommunications

The Certificate of Completion (CCL) in Broadband Telecommunications program is designed to provide students with training required for employment in the broadband telecommunications industry. Initial courses focus on customer interaction in the digital telecommunications area and then provide an opportunity to specialize in customer service procedures in the areas of accounts or technical support.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12-13

CSR215	Digital Telephone Customer Service	1
CSR225	Digital Telecommunications Customer Service	2
CSR226	Digital Telecommunications Customer Interaction	1
CSR228	Telecommunications Database Navigation	1
TLT154	Technical Support Representative Foundations	2
	AND	

Customer Service Accounts Track: 5

CSR220	Sales and Retention	2
CSR224	Communications Industry Billing Practices	1
TLT152	Telecommunications Product Knowledge	2
	OR	

Customer Service Technical Support Track: 6

TLT155	Technical Support Representative Telephony	2
TLT160	Video Technical Training	2
TLT163	High Speed Internet Technical Training	2

Certificate of Completion in Broadband Telecommunications: Field Operations

The Certificate of Completion (CCL) in Broadband Telecommunications: Field Operations program 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.

CIP Code: 47.0103

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 program 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.

CIP Code: 52.0411

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

Broadband Telecommunications

Program Notes:

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

xxx indicates any suffixed courses.

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12-13

Certificate of Completion in Broadband Telecommunications (12-13) **OR**

Certificate of Completion in Broadband Telecommunications: Field Operations (12) 12-13

Restricted Electives: 22-26

Students must choose 22-26 industry/job specific elective credits from the list of Restricted Elective 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: 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) **OR**
COM230	Small Group Communication SUN# COM2271 (3)

Critical Reading 0-3

CRE101*	College Critical Reading and Critical Thinking (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, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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 (12-13 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.

CIP Code: 43.0102

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

CIP Code: 43.0102

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

xxx indicates any suffixed courses.

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.

CIP Code: 43.0110

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

CIP Code: 43.0102

Program Notes:

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

xxx indicates any suffixed courses.

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 and Critical Thinking (3) **OR**

Equivalent as indicated by assessment

Mathematics 3

MAT122*	Intermediate Algebra (3)

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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.*

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.

CIP Code: 43.0102

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

CIP Code: 43.0102

Program Notes:

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

xxx indicates any suffixed courses.

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

AJSxxx	Any Administration of Justice Studies course	2-3
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 SUN# HIS1131	3

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

Detention Services

HIS104	United States History 1865 to Present SUN# HIS1132	3
HIS145	History of Mexico	3
LET144*	Detention Officer Field Training	2
LET148*	Detention Officer Field Training Lab	3
LEO/LET150*	Firearms I	3
LEO/LET151*	Firearms II	2
LET155	General Instructor Certification	3
LET201*	Physical Fitness Instructor Certification	2
LET225*	Investigator Training	4
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
SOC241	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 and Critical Thinking (3) **OR**
Equivalent as indicated by assessment

Mathematics 3

MAT122* Intermediate Algebra

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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.*

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.

CIP Code: 43.0107

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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
LEO/LET150*	Firearms I	3
LEO/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

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. A Certificate of Completion (CCL) in Law Enforcement Technology Academy is also available.

CIP Code: 43.0107

Program Notes:

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 39

Certificate of Completion in Law Enforcement Technology Academy	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 and Critical Thinking (3)

Mathematics 3

Any approved general education course in the Mathematics area.

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

Law Enforcement Technology

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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.

CIP Code: 43.0107

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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

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.

CIP Code: 43.0107

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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: 15

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
LET262*	Active Shooter Procedures	1

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

Law Enforcement Technology

Certificate of Completion in Public Safety Leadership

The Certificate of Completion (CCL) in Public Safety Leadership program is designed to provide law enforcement persons with the training needed for transition into leadership positions in law enforcement. Topics covered in the courses include foundational characteristics of great leaders, teams, and organizations. Includes an overview of adult human development, organizational culture, and characteristics of effective teams and their application to the field of law enforcement. Also covers identification and evaluation of personal leadership style and levels, as well as challenges to effective leadership and team building in law enforcement. Formal staff study will be completed as part of this program.

CIP Code: 43.0103

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization including law enforcement partnership agencies is required for admission.

Required Courses: 10

COV110	The Seven Habits of Highly Effective People	2
COV112*	Great Leaders, Great Teams, Great Results	2
LET173*	Introduction to Leadership in Law Enforcement	2
LET174*	Organizational Culture and Leadership	3
LET175*	Law Enforcement Leadership Capstone	1

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Law Enforcement Technology Academy (39 credits)
- Law Enforcement Field Training (17 credits)
- Public Safety Technology (15 credits)
- Public Safety Leadership (10 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 Certificates of Completion in Public Safety Technology, Public Safety Leadership, and 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.

CIP Code: 22.0301

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission

Required Courses: 13

BPC103AK	Using Word: Level I	0.5
BPC104AD	Using Excel: Level I	0.5
BPC/OAS111AA	Computer Keyboarding I	1
BPC111AB*	Computer Keyboarding II	1
CIS118AB	Powerpoint: Level I	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
(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.*

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.

CIP Code: 52.0411

Program Notes:

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

xxx indicates any suffixed courses.

Required Courses: 14

COM110	Interpersonal Communication SUN# COM1100 (3) **OR**	
MGT101	Techniques of Supervision (3)	3
GBS120	Workplace Communication Skills (3) **OR**	
GBS233*	Business Communication (3)	3
GBS175	Professional Development	3
CSM/TQM101	Quality Customer Service	3
TQM230	Teamwork Dynamics	2

Restricted Electives: 2-3

BPCxxx	Any BPC Business-Personal Computer course	3
COM263	Elements of Intercultural Communication	3
MGT175	Business Organization and Management	1
MGT251	Human Relations in Business	3
SOC212	Gender and Society	3
TQM200	Leadership for Front-Line Employees	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.

CIP Code: 52.0411

Program Notes:

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

xxx indicates any suffixed courses.

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 advanced eligibility determinations issues in medical, food stamps, and aid to families with dependent children.

CIP Code: 52.0207

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12

HSA113	Family Assistance Administration (FAA) Introduction	2
HSA116*	Nutrition Assistance Determination	3
HSA118*	Medical Assistance Determination	3
HSA127*	Nutrition Assistance Procedures	2
HSA131	Nutrition Assistance Renewals	2

Students must also choose 10-11 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 program 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.

CIP Code: 44.0000

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 13

HSA160	Employment Assistance Administration	3
HSA161*	Employment Assistance Administration Lab	3
HSA162*	Employment Assistance Account Entries	1
HSA163*	Employment Assistance Case Management	3
HSA164*	Employment Assistance Case Management Lab	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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 program 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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 Motor Vehicle: Customer Service

The Certificate of Completion (CCL) in Motor Vehicle: Customer Service program 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, driver license procedures, documentation, and communication skills.

CIP Code: 52.0207

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

CSR107	Driver License Basic Procedures	2
CSR111	Motor Vehicle Customer Service	3
CSR113	Motor Vehicle Title and Registration Administration	3
CSR115	Privilege Restriction Documentation	2

Students 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

Certificate of Completion in Utilities: Customer Service

The Certificate of Completion (CCL) in Utilities: Customer Service program 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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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: 16

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
UCS134*	Advanced Public Utility Processing	3

Student must also choose 6-7 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Bank Account Management: Customer Service

The Certificate of Completion (CCL) in Bank Account Management: Customer Service program 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.

CIP Code: 52.0803

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

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

Quality Customer Service

Certificate of Completion in Credit Counseling: Customer Service

The Certificate of Completion (CCL) in Credit Counseling: Customer Service program 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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 8

CSR139	Introduction to Retail Pharmacy Customer Care	3
CSR155*	Retail Pharmacy Plans	3
CSR157*	Mail Order Pharmacy Procedures	2

Student must also choose 14-15 industry/job specific elective credits from the list of Restricted Electives.

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

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.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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.

Certificate of Completion in Health Care Insurance: Customer Service

The Certificate of Completion (CCL) in Health Care Insurance: Customer Service program is designed to provide students with the knowledge and skills to meet basic job requirements in health care insurance programs. The courses will cover various health care benefit plans and providers, systems and procedures for completing claims processing, and guidelines for processing reconsiderations, adjustments, and appeals. Claim status determination, correspondence inquiries, and service culture objective and standards will also be emphasized.

CIP Code: 52.0408

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 18

CSR136	Health Care Insurance: Claims I	4
CSR137*	Health Care Insurance: Claims II	2
CSR138*	Health Care Insurance: Claims III	4
CSR147	Health Care Insurance: Correspondence	4
CSR148	Health Care Insurance: Customer Service	4

Student must also choose 4-5 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 Personal Loans: Customer Service

The Certificate of Completion (CCL) in Personal Loans: Customer Service program is designed to provide students with the knowledge and skills to meet basic job requirements in personal loan banking programs. The courses will cover various types and components of personal loans, applications, services, and procedures for account processing as well as guidelines for maintenance, referencing, verification, and evaluation of applications. Banking legislation, regulations, and various types of identity and account fraud also emphasized.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

CSI186	Personal Loans	3
CSI187	Personal Loan Applications	3
CSI188	Personal Loan Account Services	3
CSI189	Personal Loans Lab	2

Student must also choose 11-12 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Debt Resolution: Customer Service

The Certificate of Completion (CCL) in Debt Resolution: Customer Service program is designed to provide students with the training required for employment in the debt settlement industry. Courses will cover an introduction to debt settlement, account procedures, and customer service, with an opportunity for skills application.

CIP Code: 52.0411

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

CSI154	Introduction to Debt Settlement	2
CSI155	Customer Service for Debt Settlement	3
CSI164	Debt Resolution Account Procedures	3
CSI166	Debt Settlement Services	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 and Critical Thinking (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, Arts and Design 3

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

Social-Behavioral Sciences 3

Any approved general education course in the Social-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 (12 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)
- Motor Vehicle: Customer Service (10 credits)
- Utilities: Customer Service (16 credits)
- Bank Account Management: Customer Service (10 credits)
- Credit Counseling: Customer Service (12 credits)
- Retail Pharmacy: Customer Service (8 credits)
- Water Services: Customer Service (10 credits)
- Health Care Insurance: Customer Service (18 credits)
- Personal Loans: Customer Service (11 credits)
- Debt Resolution 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.

CIP Code: 30.9999

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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, Automotive Technology, Furniture Construction/ Refinishing, Electrical, Trim Plumbing, Addictions and Substance Use Disorders, and Sustainable Food Systems.

CIP Code: 30.9999

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

xxx indicates any suffixed courses.

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.*

Restricted Electives: 26-30

Students will choose one of the following for a total of 26-30 credits.

Students must choose 26-30 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.
IMCxxx	Any IMC Interstate Mechanical Contractors course
INDxxx	Any IND Industry course.
PRMxxx	Any PRM Property Management 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 26-30 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.

CIP Code: 46.0201

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 12-16 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: 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.

CIP Code: 46.0201

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 0-2.5 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.

CIP Code: 46.0302

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 14-18 industry/job specific elective credits from the list of Restricted Electives.

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

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.

CIP Code: 46.0302

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 0-3.5 industry/job specific elective credits from the list of Restricted Electives.

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.

CIP Code: 48.0702

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 14-18 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.

CIP Code: 48.0702

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

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 0-4 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Trim Plumbing

The Certificate of Completion (CCL) in Workforce Development: Trim Plumbing program is designed to provide incarcerated persons with the training needed for transition from incarceration to employment in the plumbing industry. Topics covered in the courses include an introduction to basic safety and calculations used in the construction industry, in addition to an introduction to the use of hand and power tools and rigging equipment. Includes an introduction to construction drawings and the plumbing industry, with an emphasis on common materials, schedules and plumbing codes. Also covers fixtures materials and installation as well as an introduction to apartment home plumbing systems maintenance and repairs.

CIP Code: 46.0599

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 18

ABA179*	Installing and Sizing Water Supply Piping	3
ABA192*	Plumbing Level I	3
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
ABC256	Basic Plumbing	4
IMC120	Plumbing, Drain, and Waste Piping	3

Students must also choose 8-12 industry/job specific elective credits from the list of Restricted Electives.

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

Certificate of Completion in Workforce Development: Foundations in Addictions and Substance Use Disorders

The Certificate of Completion (CCL) in Workforce Development: Foundations in Addictions and Substance Use Disorders program is designed to provide the incarcerated person with a foundational perspective of professions in the alcohol and drug abuse rehabilitation field. Courses focus on professional ethics, the evolution of alcohol and drugs, related abuse; including, addiction and mental disorders, categories of substances, and pharmacology. Beginning professional counseling skills and record-keeping will be covered.

CIP Code: 51.1501

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12-13

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) **OR**	
ASD145	AIDS and Addiction (1)	1
ASD150	Principles of Self-Help Groups (2) **OR**	
ASD161	Beginning Clinical Documentation Skills (3) **OR**	
ASD165	Theories and Techniques in the Treatment of Addictions (2)	2-3

Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Introduction to Sustainable Food Systems

The Certificate of Completion (CCL) in Workforce Development: Introduction to Sustainable Food Systems program is designed to prepare the incarcerated person with skills needed to work in the sustainable food systems industry. Courses will cover principles and skills for professional cooking and commercial baking, including safety and sanitation, in addition to food production models and the effects of food systems on the environment, health, and communities. Courses will also include techniques in preparing organic foods and creating sustainable menus.

CIP Code: 19.0505

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12

CUL101	Culinary Fundamentals: Culinary Basics	3
CUL102	Culinary Fundamentals: Hot Foods	3
FON161	Sustainable Food Production Systems	3
FON163	Sustainable Kitchen Practices	3

Students must also choose 14-18 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, Arts and Design 3

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

Social-Behavioral Sciences 3

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

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

Note: The CCL in Basic Automotive Maintenance program is offered in partnership with the Arizona Department of Corrections.

Certificate of Completion in Basic Automotive Maintenance

The Certificate of Completion (CCL) in Basic Automotive Maintenance provides individuals with the technical knowledge and skills needed by automotive technicians specializing in the area of basic electrical and mechanical maintenance and repair. The curriculum within this certificate aligns with the Automotive Service Excellence (ASE) Automobile and Light Truck Certification Tests.

See program advisor for additional certificate offerings. An Associate in Applied Science (AAS) in Automotive Service is also available.

CIP Code: 47.0604

Program Notes:

This program is not eligible for Title IV Federal Financial Aid.

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

Required Courses: 12

ASE101	Introduction to Automotive	2
ASE141	Steering, Suspension and Pre-Alignment (2) **OR**	
ASE141AU	Steering, Suspension and Pre-Alignment (2)	2
ASE151	Introduction to Brake Systems (2) **OR**	
ASE151AU	Introduction to Brake Systems (2)	2
ASE161	Basic Automotive Electrical/ Electronics (2) **OR**	
ASE161AU	Basic Automotive Electrical/ Electronics (2)	2
ASE162*	Automotive Battery, Starting and Charging Systems (2) **OR**	
ASE162AU*	Automotive Battery, Starting and Charging Systems (2)	2
ASE181	Introduction to Engine Performance (2) **OR**	
ASE181AU	Introduction to Engine Performance (2)	2

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

Workforce Development and Community Re-Entry

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: Furniture Construction Refinishing Level I (12 credits)
- Workforce Development: Furniture Construction/Refinishing Level II (26 credits)
- Workforce Development: Trim Plumbing (18 credits)
- Workforce Development: Foundations in Addictions and Substance Use Disorders (12-13 credits)
- Workforce Development: Introduction to Sustainable Food Systems (12 credits)
- Basic Automotive Maintenance (12 credits)

Associate in Applied Science in:

- Workforce Development and Community Re-Entry (64-68 credits)

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

Minimum GPA 2.00

Notes

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

Notes



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

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In This Section

For more information regarding each of the three AGEC requirements, please view specific course information via the following website: **https://curriculum.maricopa.edu/programs-degrees** by clicking on the General Education Certificate.

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 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. The AGEC-A and AGEC-B require a minimum of 35 credit hours, and the AGEC-S requires a minimum of 36 credit hours.

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.

There are three types of AGECs in MCCCD. They are the AGEC-A, the AGEC-B, and the AGEC-S. As described below, these AGECs are also a component of most MCCCD Associate degrees and comparable degrees at other Arizona public community colleges. The AGEC-A is the general education block of the MCCCD Associate in Arts (AA) degree (and major-specific pathway versions), the AGEC-B is part of the MCCCD Associate in Business (ABUS) degree (and major-specific pathway versions), and the AGEC-S defines the general education requirements in the MCCCD Associate in Science (AS) degree (and major-specific pathway versions).

As described in more detail below, all AGECs require designated Core courses in First Year Composition [FYC], Literacy and Critical Inquiry [L], Mathematical Studies [MA/CS] (Exception: The AGEC-S does not require CS.), Social-Behavioral Sciences [SB], Humanities, Design and Fine Arts [HU], and Natural Science [SQ/SG]. Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness.

Purpose of the AGECs

AGECs were designed to articulate with different academic majors, and their particular requirements vary accordingly. In some major-specific pathways, students are allowed to choose from a broad list of courses to satisfy the AGEC requirements; for others the courses are more restricted or even specified. Additional information on academic majors at the Arizona public universities can be accessed via the following website: **https://aztransfer.com**.

1. The **AGEC-A** is designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with an Associate in Arts degree (e.g., social sciences, fine arts, humanities, elementary education). AGEC-A requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement.
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 such as many in the sciences, technology, engineering and mathematics. 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 for majors to satisfy the Natural Sciences [SQ/SG] requirement. In addition, students must select six to ten additional credits of math and/or science appropriate to their major.

Academic Policies that Govern the AGEC-A, -B, -S

- Requires completion of at least 35 credit hours (AGEC-A, AGEC-B) and 36 credit hours (AGEC-S) in courses numbered 100 and above and that a minimum of 12 of those credits be taken at one or any combination of the MCCCD colleges.
- All courses applied to the AGEC must be completed with a grade of "C" or better.
- A single course can simultaneously count toward a Core Area and one or more Awareness Areas. For example, a course in world geography can be used to satisfy [SB] and [G] requirements. While multiple requirements can be met with a single course, the credits for that course are only counted one time toward the required minimum total for the AGEC. Except as detailed below for the AGEC-S, a single course cannot be used to satisfy more than one AGEC Core Area.
- The AGEC-A and AGEC-B require a minimum of 35 credits and the AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be lower than these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

Transfer Credit from Institutions Outside of MCCCD

- Credits transferred from outside of MCCCD must be a grade of "C" (2.0 on a 4.0 scale) or better.
- External courses evaluated either as equivalent to an MCCCD course or as elective credit may be applied toward the minimum credits for degree completion.
- Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (CEG) for the semester(s) in which the course(s) were completed. If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.
- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System comprised of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.
- Credit awarded at a Maricopa Community College for prior learning in non-traditional setting is transferable to the other colleges in the MCCC district but is not necessarily transferable to other colleges and universities. No more than 20 such assessed semester credit hours may be applied toward AGEC.

Completion and Transfer

- Completion of the AGEC with a minimum grade point average of at least 2.0 on a 4.0 scale for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements. It does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment.
- Students planning to transfer to another college or university are urged to refer to university requirements and academic advisors from both institutions to be certain that all their selected coursework is applicable to the requirements of their intended transfer degree. For some majors, the statewide Common Course matrix, AZTransfer Pathway Guides and/or University Transfer Guides posted on the AZTransfer website can also provide some guidance. For appropriate course selection, students should consult with an academic advisor.

AGEC Requirements

Descriptions and definitions of the requirements for each of the three AGECs follow. The following website identifies the courses that apply to the different General Education Core and Awareness Areas within each AGEC: **http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075**. Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on **maricopa.edu** and on each MCCCD college's website.

Note that for students pursuing a major-specific pathway within the Associate in Arts, Associate in Business or Associate in Science, the AGEC course requirements may be more prescriptive. Students pursuing a major-specific pathway should consult the Program (Degree) Search at **curriculum.maricopa.edu** *for specific degree and AGEC requirements. Consultation with an academic advisor about course selection is always recommended.*

	Credits
Arizona General Education Curriculum--Arts (AGEC-A)	**35 (min)**

The AGEC-A requires a minimum of 35 credits, however, the AGEC credit count within the total credits for a degree may be under 35 if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits within an associate degree provided that all requirements listed below are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition (FYC) 6

ENG101 **OR** ENG107 **AND** (3)
ENG102 **OR** ENG108 (3)

2. Literacy and Critical Inquiry [L] 3

3. Mathematical Applications [MA] 3-6

Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) or higher [MA]-approved general education course.

4. Computer/Statistics/Quantitative Applications [CS] 3

5. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

6. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas: 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

Credits

Arizona General Education Curriculum--Business (AGEC-B) 35 (min)

The AGEC-B requires a minimum of 35 credits, however, the AGEC credit count within the total credits for a degree may be under 35 if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Credits count once toward the total for the degree. Therefore, the AGEC-B may be met with fewer than 35 credits within an associate degree provided that all requirements listed below are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition (FYC) 6

ENG101 **OR** ENG107 **AND** (3)
ENG102 **OR** ENG108 (3)

2. Literacy and Critical Inquiry [L] 3

3. Mathematical Applications [MA] 3-5

MAT212 Brief Calculus **OR** (3)
MAT213 Brief Calculus **OR** (4)
Higher [MA] designated course (3-5)

4. Computer/Statistics/Quantitative Applications [CS] 3

CIS105 Survey of Computer Information Systems

5. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

6. Social-Behavioral Sciences [SB] 6

ECN211 Macroeconomics **AND**
ECN212 Microeconomics

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas: 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

Credits

Arizona General Education Curriculum--Science (AGEC-S) 36 (min)

The AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be under 35 if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Credits count once toward the total for the degree. Therefore, the AGEC-S may be met with fewer than 36 credits within an associate degree provided that all requirements listed below are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition (FYC) 6

ENG101 **OR** ENG107 **AND** (3)
ENG102 **OR** ENG108 (3)

2. Literacy and Critical Inquiry [L] 0-3

(0 only if shared with [HU] or [SB])

Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use CRE101 or COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

3. Mathematical Applications [MA] 4-5

Requires the first semester of calculus courses designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a prerequisite.

4. Humanities, Arts and Design [HU] 6

For the AGEC-S, a single course with both [HU] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

5. Social-Behavioral Sciences [SB] 6

For the AGEC-S, a single course with both [SB] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

6. Natural Sciences [SQ/SG] 8

Students must complete eight (8) credits of General Chemistry, University Physics or General Biology for Majors. Consult specific requirements of university transfer major for guidance.

[(CHM150 or CHM151) & CHM151LL] or CHM150AA or CHM151AA General Chemistry I **AND**
[CHM152 & CHM152LL] or CHM152AA General Chemistry II **OR**

PHY115 or PHY121 University Physics I **AND** PHY116 or PHY131 University Physics II **OR**

BIO181 & BIO182 General Biology (Majors) I and II

7. Subject Options - Math/Science 6-10

Refer to transfer resources, including academic advisement and transfer guides, to select six (6)-ten (10) additional math and/or science credits that meet requirements for selected major.

Select Mathematics course(s) [MAT] above Calculus I and/or

Computer Science course(s) [CSC] and/or

Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO (except BIO174), CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

B. Awareness Areas: 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

AGEC Area Requirements Descriptions/ Definitions

Core Areas

First-Year Composition [FYC]

First-Year Composition courses emphasize skills necessary for college-level expository writing, including correct grammar and punctuation, logical organization of ideas, and identification of supporting documentation.

Literacy and Critical Inquiry [L]

In the [L] course students, typically at the sophomore level, 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.

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 [L] requirement sustains and extends students' ability to thoughtfully use and critically analyze written and/or spoken language.

Mathematical Applications [MA]

The Mathematical Studies requirement is intended to ensure that students have requisite skill in mathematics appropriate for their discipline and can apply mathematical analysis in their chosen fields.

Computer/Statistics/Quantitative Applications [CS]

AGEC-A and AGEC-B require a course that emphasizes the use of statistics, other mathematical methods, computer programming languages and/or software in the interpretation of data and in describing and analyzing quantitative relationships.

Humanities, Arts and Design [HU]

The study of the humanities and the disciplines of art and design deepen awareness of the complexities of the human condition and its diverse histories and cultures. Courses in the humanities are devoted to the production of human thought and imagination, particularly in philosophical, historical, religious and artistic traditions. Courses with an emphasis in fine arts and design are devoted to the study of aesthetic experiences and the processes of artistic creation. They may also feature a design emphasis in which material culture is studied as a product of human thought and imagination.

Social-Behavioral Sciences [SB]

The Social-Behavioral Sciences Core area provides scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. This area of emphasis in general education curriculum may include study of such disciplines as anthropology, economics, history, political science, psychology, or sociology. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

Natural Sciences [SQ/SG]

In addition to an understanding of basic scientific principles and concepts, courses in the Natural Sciences Core area are designed to help students appreciate, from firsthand laboratory and/or field research experience, the nature of science as a process that embraces curiosity, inquiry, testing, and communication to better understand natural phenomena. At least one of the two natural science courses must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

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.

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.

General Academic Policies for Associate Degrees Designed for University Transfer

The following academic policies govern the associate degrees designed for university transfer (Associate in Arts [AA]; Associate in Business [ABUS]; and Associate in Science [AS]). Also governed by these policies are the major-specific pathway maps within the AA, ABUS, and AS degrees.

Note that academic policies that govern the Associate in General Studies [AGS] and Associate in Applied Science [AAS] degrees are listed separately, with the requirements for each of those degrees.

- The graduation policies within the general catalog must be satisfied (administrative regulation 2.3.9).
- Minimum semester credits for completion vary slightly by degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for individual degree programs.
- Credits completed toward these minimums must be in courses numbered 100 or above with a grade of "C" or better. These credits must include a minimum of 35 in satisfaction of the requirements of the Arizona General Education Curriculum (AGEC) along with a maximum of 6 credits towards MCCCD's Additional Requirements.
- Detailed degree requirements are maintained by the Center for Curriculum and Transfer Articulation (CCTA); refer to the program search at **https://curriculum.maricopa.edu/**. Advisement checksheets are maintained at: **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-degree-checklists-aa-as-abus-ags**.

General Education Requirements:

- The AGEC requirements include a designated number of courses approved for each of the following areas:
  - **Core**
    - First Year Composition [FYC],
    - Mathematical Applications [MA], Computer/Statistics/Quantitative Applications [CS] (not required for Associate in Science),
    - Literacy and Critical Inquiry [L],
    - Humanities, Arts and Design [HU],
    - Social-Behavioral Sciences [SB], and
    - Natural Sciences (Science Quantitative [SQ], Science-General [SG]).
  - **Awareness Areas**
    - Cultural Diversity in the U.S. [C]
    - Global [G] or Historical [H] Awareness
- Note that there are three different AGECs each aligning with a different subset of associate Degrees--AGEC-A for the Associate in Arts degree (and major-specific pathway versions), AGEC-B for the Associate in Business degree (and major-specific pathway versions), and AGEC-S for the Associate in Science degree (and major-specific pathway versions). For some types of AGECs/Associate degrees, students are allowed to choose from a broad list of courses; for others the courses are more restricted or even specified.
- A single course can simultaneously count toward a Core Area, one or more Awareness Areas, MCCCD Additional Requirements and, for some degree types, other lower division courses used to meet the degree requirements. For example, CRE101 may be used to satisfy both the MCCCD Reading Requirement and the Literacy and Critical Inquiry area [L] of AGEC core. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree.
- Except for the Associate in Science degree, a single course cannot be used to satisfy more than one AGEC Core Area.
- The AGEC-A and AGEC-B require a minimum of 35 credits and the AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be under these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

Coursework beyond General Education:

- For some degree types, the additional coursework required to complete the degree is specified while others offer the student more latitude. See degree checksheets for more complete description. Consultation with an academic advisor about course selection is always recommended.
- Oral Communication and Critical Reading are MCCCD Additional Requirements required for Associate in Arts and Associate in Science degrees and the major-specific pathway maps within the AA and AS degrees. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for acceptable options to meet these requirements for individual degree programs.
- Within the Restricted Electives, course recommendations are made for specific transfer institutions. Students should select a subplan (group of courses) based on their intended transfer institution. However, not all transfer institutions are reflected in these recommendations. Therefore, students may instead select the general subplan and meet the minimum number of Restricted Elective credits using a combination of courses from the other

subplans. Restricted Electives should be selected in consultation with an academic, faculty, or program advisor.

- General Electives may need to be selected to meet the minimum total credits required for the degree. All courses numbered 100-or-higher may be applied as General Electives. Students are encouraged to select courses that align with their goals.
- Note that some majors require up to a 4th semester proficiency (202-course level) in a non-English language. Students should consult with an academic advisor to discuss options to complete these requirements.
- Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives, (e.g., HISELC for a history elective), or general electives (GENELC) 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 these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer advisement information is accessible on the following websites: **aztransfer.com**, **curriculum.maricopa.edu**, as well as those of individual universities. For appropriate course selection, students should consult with an advisor.
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291/STO291-Children's Literature) covers identical content and its credits can only be counted once toward requirements.

Transfer Credit from Institutions Outside of MCCCD

- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better.
- External courses evaluated either as equivalent to an MCCCD course or as elective credit may be applied toward the minimum credits for degree completion.
- Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (CEG) for the semester(s) in which the course(s) were completed.

  If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.
- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System comprised of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.
- Credit awarded at a Maricopa Community College for prior learning is transferable to the other colleges in the district but is not necessarily transferable to other colleges and universities. No more than 20 such assessed semester credit hours may be applied toward AGEC, and no more than 30 credits (including up to 20 toward AGEC) may be applied toward a degree.

Completion and Transfer:

- Completion of the AGEC with a minimum Grade Point Average of at least 2.0 on a 4.0 scale for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements. It does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment.
- While MCCCD's associate degrees are designed to facilitate a seamless transfer to other Arizona institutions, courses may be transferable and/or meet associate degree requirements, but may not necessarily meet the specific requirements of a particular degree, major, or area of emphasis at another institution.

  Students planning to transfer to another college or university are urged to refer to university requirements and academic advisors from both institutions to be certain that all their selected coursework is applicable to the requirements of their intended transfer degree and within their allowed transferable credit limit. For some majors, the statewide Common Course matrix and AZTransfer Major Guides at **https://aztransfer.com** and/or university transfer guides can also provide some guidance. For appropriate course selection, students should consult with an academic advisor.

Associate in Arts (AA) Degree

Description

The Maricopa County Community College District Associate in Arts degree requires a minimum of 60 semester credits for the program of study; minimum total credits for major-specific pathway versions of the Associate in Arts degree vary. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for individual degree programs. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Arts degree, including major-specific pathways within the degree, is governed by the MCCCD General Academic Policies for Transfer Degrees: **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-policies**.

The Associate in Arts degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses (for major-specific pathway versions only)
III. Restricted Electives (for major-specific pathway versions only)
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

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 general university graduation requirements of the majors that align with the Associate in Arts degree; however, students need to be aware of any specific requirements of their intended major at the university to be sure they select courses that will meet them. Information regarding the articulation of the Associate in Arts with majors at the Arizona public universities can be accessed via the following website: **https://aztransfer.com**.

Degree Requirements

The requirements for the Associate in Arts follow. All versions of the Associate in Arts require a minimum of 60 credits; for major-specific pathways within the degree, minimum credits for categories within the degree, as well as the total, vary. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for major-specific pathways within the degree. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A, **https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.5** and the AGEC Matrix, **http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075**. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on **maricopa.edu** and on each MCCCD college's website.

Requirements ***Credits***

I. Program Prerequisites — Number varies

Program prerequisites vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways within the degree.

II. Required Courses — Number varies

Required (major-specific) courses vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways within the degree.

III. Restricted Electives — Number varies

Restricted electives vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways within the degree.

IV. Arizona General Education Curriculum-Arts (AGEC-A) — up to 44

The AGEC-A requires a minimum of 35 credits, however, prerequisite/required/restricted elective courses may also meet AGEC-A requirements and credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits as long as all requirements listed in this section (IV) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] 6

ENG101 **OR** ENG107 **AND** **(3)**
ENG102 **OR** ENG108 (3)

2. Literacy and Critical Inquiry [L] 3

3. Mathematical Applications [MA] 3-6

Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) or higher [MA]-approved general education course.

4. Computer/Statistics/Quantitative Applications [CS] 3

5. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline

6. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

V. MCCCD Additional Requirements 0-6

As noted below, courses in this area may also be applied towards AGEC-A Core Area requirements.

A. Oral Communication 0-3

COM100 [SB] Introduction to Human Communication **OR**
COM110 [SB] Interpersonal Communication **OR**
COM225 [L] Public Speaking **OR**
COM230 [SB] Small Group Communication (3 credits) **OR**
COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**
COM110AA & COM110AB & COM110AC [SB] (3 credits)

B. Critical Reading 0-3

Students may demonstrate proficiency through assessment.

CRE101 [L] Critical Reading **OR**
equivalent as indicated by assessment

VI. General Electives 0-25

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) 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 these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer and major guides are accessible on the following websites: **aztransfer.com**, **maricopa.edu/transfer/partners**, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

Associate in Arts Total Credits: 60-64*

*64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in Arts, Elementary Education (AAEE) Degree

Description

The Maricopa County Community College District Associate in Arts, Elementary Education degree requires a minimum of 60 semester credits for the program of study. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Arts, Elementary Education degree is governed by the MCCCD General Academic Policies for Transfer Degrees, **curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-policies**:

The Associate in Arts, Elementary Education degree includes the following components:

I. Required Courses
II. Restricted Electives
III. Arizona General Education Curriculum for Arts (AGEC-A)
IV. MCCCD Additional Requirements (Oral Communication and Critical Reading)

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, and in most cases, its required courses apply to graduation requirements for these Education majors.

Degree Requirements

The requirements for the Associate in Arts in Elementary Education follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC Matrix. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on **maricopa.edu** and on each MCCCD college's website.

Requirements		*Credits*
I. Required Courses		**17**
EDU221	Introduction to Education	(3)
EDU222	Introducation to the Exceptional Learner	(3)
EDU230	Cultural Diversity in Education	(3)
MAT256	Investigating Quantity: Number, Operations, and Numeration Systems	(4)
MAT257	Investigating Geometry, Probability, and Statistics	(4)

II. Restricted Electives **8**

A total of 8 semester credits is required to satisfy the Electives for Arizona Professional Teacher Standards: 3 credits in an additional Education course and 5 credits in Content Area Electives, as outlined below.

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.

Select one additional EDU course **(3)**
(other than EDU221, EDU222, EDU230 or EDU250)

Recommended:

EDU110 Education in Film

EDU220 Introduction to Serving English Language Learners (ELL)

EDU236 Classroom Relationships

EDU/HUM/STO292 The Art of Storytelling

Choose any combination from the following list of courses and prefixes to total 5 credits of additional coursework. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A or to fulfill an Education Foundations requirement.

Content Area Electives: **(5)**
Select 5 credits from the following:

AAA/CPD115 Creating College Success
ARH+++ Any ARH Art Humanities course(s)
ART+++ Any ART Art course(s)
CFS/ECH176 Child Development
CFS205 Human Development
CIS+++ Any CIS Computer Information Systems course(s)
ECN+++ Any ECN Economics course(s)
BPC+++ Any BPC Business-Personal Computers course(s)

EED215 Early Learning: Health, Safety, Nutrition and Fitness
EDU+++ Any EDU Education course(s) (except EDU221, EDU222, EDU230, and EDU250)
ENG+++ Any ENG English course(s)
ENH+++ Any ENH English Humanities course(s)
GCU+++ Any GCU Cultural Geography course(s)
GPH+++ Any GPH Physical Geography course(s)
HIS+++ Any HIS History course(s)
MAT+++ Any MAT Mathematics course(s) 140 or higher (except MAT256 and MAT257)
MHL+++ Any MHL Music: History/Literature course(s)
MTC+++ Any MTC Music: Theory/ Composition course(s)
POS+++ Any POS Political Science course(s)
THE+++ Any THE Theatre course(s)
THF+++ Any THF Theatre and Film course(s)
THP+++ Any THP Theatre Performance/ Production course(s)
Any Foreign Language course(s)
Any Natural Science course(s)

III. Arizona General Education Curriculum-Arts (AGEC-A) 35-44

The AGEC-A requires a minimum of 35 credits, however, prerequisite/required/ restricted elective courses may also meet AGEC-A requirements and credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits as long as all requirements listed in this section (III) are completed.

A. Core Areas

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] 6

ENG101 **OR** ENG107 **AND** **(3)**
ENG102 **OR** ENG108 (3)

2. Literacy and Critical Inquiry [L] 3

COM225 Public Speaking

3. Mathematical Applications [MA] 3-6

Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) or any other [MA] designated course for which college algebra is a prerequisite.

(Note that MAT256, MAT257, MAT182, and MAT206 are excluded).

4. Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications
OR
CIS105 Survey of Computer Information Systems

5. Humanities, Arts and Design [HU] 6

Note that some of these courses also have Awareness Areas designations (see section 2 below) and can be used to satisfy [G] and/ or [H] requirement as well as [HU]. (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

1) Select one of the following ARH, DAH, MHL or THE courses: (3)

ARH100 Introduction to Art **OR**
ARH101 Prehistoric through Gothic Art **OR**
ARH102 Renaissance through Contemporary Art **OR**
DAH100 Introduction to Dance **OR**
DAH201 World Dance Studies **OR**
DAH250 Dance in Popular Culture **OR**
MHL140 Survey of Music History **OR**
MHL145 American Jazz and Popular Music **OR**
MHL146 Survey of Broadway Musicals **OR**
MHL153 Rock Music and Culture **OR**
THE111 Introduction to Theatre **OR**
THE220 Modern Drama

AND

2) Select one of the following EDU, ENH or HUM courses: (3)

EDU/ENH291 Children's Literature **OR**

ENH110 Introduction to Literature **OR**

ENH241 American Literature Before 1860 **OR**

ENH242 American Literature After 1860 **OR**

HUM250 Ideas and Values in the Humanities **OR**

HUM251 Ideas and Values in the Humanities

6. Social-Behavioral Sciences [SB] 6

Note that some of these courses also have Awareness Areas designations (see section 2 below) and can be used to satisfy [G] and/or [H] requirement as well as [SB]. (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

1) Select one of the following US History/Government courses* (3)

These courses satisfy the United States Constitution requirement for state teacher certification:

GCU/POS113 United States and Arizona Social Studies **OR**

HIS103 United States History to 1865 **OR**

POS110 American National Government

AND

2) Select one of the following CFS, ECH, GCU, ECN, HIS or PSY courses: (3)

CFS205 Human Development **OR**

ECH/CFS176 Child Development **OR**

ECN211 Macroeconomic Principles **OR**

ECN212 Microeconomic Principles **OR**

GCU121 World Geography I: Eastern Hemisphere **OR**

GCU122 World Geography II: Western Hemisphere **OR**

HIS104 United States History 1865 to Present **OR**

PSY101 Introduction to Psychology

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory course for a total of 4 credits each. At least four (4) credits must be designated as SQ. Eight (8) credits of SG will not satisfy this requirement.

1) Life Sciences: Select four (4) credits of SQ in Biology (BIO) from the following courses: (4)

BIO100 Biology Concepts

BIO101 Introduction to Human Genetics for Non-Majors

BIO102 Cells to Systems: An Introduction to Biology for Non-Majors

BIO105 Environmental Biology

BIO107 Introduction to Biotechnology

BIO108 Plants and Society

BIO156 Introductory Biology for Allied Health

BIO156XT Introductory Biology for Allied Health

BIO181 General Biology (Majors) I

BIO241 Human Genetics

AND (4)

2) Physical Sciences or Earth/Space Sciences: Select four (4) credits of SQ or SG from one of the following prefixes: (4)

AGS, ASM, AST, CHM, GPH, GLG, PHS, or PHY

Note: Students are advised to check with the university they plan to attend as specific requirements for lab sciences may vary.

B. Awareness Areas 0-3

1. Cultural Diversity in the United States [C] (0)

   Met by EDU222 and EDU230 in Required Courses.

2. Global Awareness [G] OR Historical Awareness [H] (0-3)

   May be met by [HU] and/or [SB] course depending on specific courses selected. (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

IV. MCCCD Additional Requirements 0-3

As noted below, courses in this area may also be applied toward AGEC-A Core Area requirements.

A. Oral Communication 0

Met by COM225 in Required Courses.

B. Critical Reading 0-3

Students may demonstrate proficiency through assessment.

CRE101 Critical Reading and Critical Thinking **OR**
equivalent as indicated by assessment

Associate in Arts Elementary Education Total Credits: 60-68**

*NOTE: State certification requirements include courses on the constitutions of US and Arizona. Taking GCU/POS113 for [SB] fulfills this requirement completely. Students who instead take HIS103 or POS110 for [SB] should consider taking POS221 as a Content Area Elective so they have completed study of both constitutions. POS220 meets state certification requirements for both constitutions but does not meet [SB].

**64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in Arts, Fine Arts (AAFA) Degree

Description

The Maricopa County Community College District Associate in Arts, Fine Arts degree requires a minimum of 60 semester credits for the program of study; minimum total credits for major-specific pathway versions (Art, Dance, Music, Theatre) of the Associate in Arts, Fine Arts degree vary. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for individual degree programs. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Arts, Fine Arts degree, including major-specific pathways within the degree, is governed by the MCCCD General Academic Policies for Transfer Degrees, **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-policies.**

The Associate in Arts, Fine Arts degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses (for major-specific pathway versions-Art, Dance, Music, Theatre)
III. Restricted Electives (for major-specific pathway versions-Art, Dance, Music, Theatre)
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Arts, Fine Arts (AAFA) 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.

In most cases, courses used to satisfy the MCCCD Associate in Arts, Fine Arts (AAFA) will apply to general university graduation requirements of the majors that align with AAFA degree; however, students need to pay attention to any specific requirements of their intended focus at the university to be sure they select courses that will meet them. Information regarding the articulation of the AAFA degree with majors at the Arizona public universities can be accessed via the following website: **https://aztransfer.com**.

Degree Requirements

The requirements for the Associate in Arts, Fine Arts follow. All versions of the Associate in Arts, Fine Arts require a minimum of 60 credits; for major-specific pathway versions (Art, Dance, Music, Theatre) within the degree, minimum credits for categories within the degree, as well as the total, vary. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for major-specific pathways within the degree. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A, **https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.5** and the AGEC Matrix **http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075**. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on **maricopa.edu** and on each MCCCD college's website.

Requirements ***Credits***

I. Program Prerequisites — Number varies

Program prerequisites vary by type of Associate in Arts, Fine Arts degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways (Art, Dance, Music, Theatre) within the degree.

II. Required Courses — Number varies

Required (major-specific) courses vary by type of Associate in Arts, Fine Arts degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways (Art, Dance, Music, Theatre) within the degree.

III. Restricted Electives — Number varies

Restricted electives vary by type of Associate in Arts, Fine Arts degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways (Art, Dance, Music, Theatre) within the degree.

IV. Arizona General Education Curriculum-Arts (AGEC-A) — up to 44

The AGEC-A requires a minimum of 35 credits. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements and credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits as long as all requirements listed in this section (IV) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Area designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] — 6

ENG101 **OR** ENG107 **AND** — **(3)**
ENG102 **OR** ENG108 — (3)

2. Literacy and Critical Inquiry [L] — 3

3. Mathematical Applications [MA] — 3-6

Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) or higher [MA]-approved general education course.

4. Computer/Statistics/Quantitative Applications [CS] — 3

5. Humanities, Arts and Design [HU] — 6

Major specific pathways for the AAFA will specify courses to be taken to fulfill the Humanities, Arts and Design area. Students should refer to their specific pathway for courses to meet this requirement.

6. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR**
   Historical Awareness [H] (0-3)

V. MCCCD Additional Requirements 0-6

As noted below, courses in this area may also be applied towards AGEC-A Core Area requirements.

A. Oral Communication (0-3)

COM100 [SB] Introduction to Human Communication **OR**

COM110 [SB] Interpersonal Communication **OR**

COM225 [L] Public Speaking **OR**

COM230 [SB] Small Group Communication (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits)

B. Critical Reading (0-3)

Students may demonstrate proficiency through assessment.

CRE101 [L] Critical Reading and Critical Thinking **OR**
equivalent as indicated by assessment

VI. General Electives 0-25

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) 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 these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer and major guides are accessible on the following websites: **aztransfer.com**, **maricopa.edu/transfer/partners**, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

Associate in Arts, Fine Arts
Total Credits: 60-64*

*64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways

Associate in Science (AS) Degree

Description

The Maricopa County Community College District Associate in Science degree requires a minimum of 60 semester credits for the program of study; minimum total credits for major-specific pathway versions of the Associate in Science degree vary. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for individual degree programs. A minimum grade point average of 2.0 is required to earn the degree. The Associate in Science degree, including major-specific pathways within the degree, is governed by the MCCCD General Academic Policies for Transfer Degrees: **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-policies.**

The Associate in Science degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses (for major-specific pathway versions only)
III. Restricted Electives (for major-specific pathway versions only)
IV. Arizona General Education Curriculum for Science (AGEC-S)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

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 general university graduation requirements of the majors that align with Associate in Science degree; however, students need to be aware of any specific requirements of their intended major at the university to be sure they select courses that will meet them. Information regarding the articulation of the Associate in Science with majors at the Arizona public universities can be accessed via the following website: **https://aztransfer.com**.

It is recommended that students select courses that meet more than one general education and/or awareness area requirement. Doing so will maximize the number of math and science electives the student can take as part of his/her Associate in Science degree.

Special Academic Policies that Govern the Associate in Science Degree

- The AGEC-S does not require a course with [CS] Computer/Statistics designation.
- Unlike the AGEC-A and AGEC-B, the same course is allowed to satisfy the ([L] and [HU]) or ([L] and [SB]) areas of the AGEC-S's Core Area. The credits for such a "shared" course are only counted one time toward the required minimum for the degree.

Degree Requirements

The requirements for the Associate in Science follow. All versions of the Associate in Science require at least 60 credits; for major-specific pathways within the degree, prescribed courses and minimum credits for categories within the degree, as well as the total, vary. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for major-specific pathways within the degree. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-S, **https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.5** and the AGEC Matrix, **http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075**. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on each MCCCD college's website.

Requirements ***Credits***

I. Program Prerequisites — Number varies

Program prerequisites vary by type of Associate in Science degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways within the degree.

II. Required Courses — Number varies

Required (major-specific) courses vary by type of Associate in Science degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways within the degree.

III. Restricted Electives — Number varies

Restricted electives vary by type of Associate in Science degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for specific courses and credit minimums required for major-specific pathways within the degree.

IV. Arizona General Education Curriculum-Science (AGEC-S) — up to 56

The AGEC-S requires a minimum of 36 credits, however, prerequisite/required/restricted elective courses may also meet AGEC-S requirements and credits count once toward the total for the degree. Therefore, the AGEC-S may be met with fewer than 36 credits as long as all requirements listed in this section (IV) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] — 6

ENG101 **OR** ENG107 **AND** **(3)**
ENG102 **OR** ENG108 **(3)**

2. Literacy and Critical Inquiry [L] — 0-3

(0 only if shared with HU or SB)

Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use CRE101 or COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

3. Mathematical Applications [MA] — 4-5

Requires the first semester of calculus courses designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a prerequisite.

4. Humanities, Arts and Design [HU] — 6

For the AGEC-S, a single course with both [HU] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

5. Social-Behavioral Sciences [SB] — 6

For the AGEC-S, a single course with both [SB] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.)

6. Natural Sciences [SQ/SG] — 8

Students must complete eight (8) credits of General Chemistry, University Physics or General Biology for Majors. Consult specific requirements of university transfer major for guidance.

[(CHM150 or CHM151) & CHM151LL] or CHM150AA or CHM151AA General Chemistry I
AND
[CHM152 & CHM152LL] or CHM152AA General Chemistry II

OR

PHY115 or PHY121 University Physics I
AND
PHY116 or PHY131 University Physics II

OR

BIO181 & BIO182 General Biology (Majors) I and II

7. Subject Options - Math/Science 6-10

Refer to transfer resources, including academic advisement and transfer guides, to select six (6)-ten (10) additional math and/or science credits that meet requirements for selected major.

Select Mathematics course(s) [MAT] above Calculus I **AND/OR**

Computer Science course(s) [CSC] **AND/OR**

Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO (except BIO174), CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

B. Awareness Areas 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR**
   Historical Awareness [H] (0-3)

V. MCCCD Additional Requirements 0-6

As noted below, courses in this area may be used to satisfy both an MCCCD requirement and an AGEC-S Core Area requirement.

A. Oral Communication 0-3

COM100 [SB] Introduction to Human Communication (3) **OR**

COM110 [SB] Interpersonal Communication (3) **OR**

COM225 [L] Public Speaking (3) **OR**

COM230 [SB] Small Group Communication (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits)

B. Critical Reading 0-3

Students may demonstrate proficiency through assessment.

CRE101 [L] Critical Reading and Critical Thinking **OR**
equivalent as indicated by assessment

VI. General Electives 0-28

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) 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 these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer and major guides are accessible on the following websites: **aztransfer.com**, **maricopa.edu/transfer/partners**, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

Associate in Science Total Credits: 60-64*

*64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in Business, General Requirements (ABUS-GR) Degree

Description

The Maricopa County Community College District Associate in Business General Requirements (ABUS-GR) degree requires a minimum of 62 semester credits for the program of study. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Business-General Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees, **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-policies**.

This degree provides the first two years of a four-year curriculum for students who wish to specialize in business. For a comprehensive list of bachelor's degrees at Arizona's public universities, refer to the AZTransfer Business Matrix, **http://aztransmac2.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/ViewMatrixReport?Code=BUS**. With a bachelor's degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management.

The Associate in Business-General Requirements degree includes the following components:

I. Required Courses
II. Restricted Electives
III. Arizona General Education Curriculum for Business (AGEC-B)
IV. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Business General Requirements (ABUS-GR) degree is designed for students who plan to transfer to four-year colleges and universities. In general, the components of this degree meet requirements for the various business majors (except Computer Information Systems) at Arizona's public universities. Computer Information Systems majors should follow the Associate in Business Special Requirements (ABUS-SR) pathway instead. Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

Special Academic Policies that Govern the ABUS-GR Degree:

- The ABUS-GR does not include any MCCCD Special Requirements for Oral Communication and/or Critical Reading like the other Associate degrees. (However, some university programs have a speech requirement; consult your academic advisor or transfer guide to verify the specifics for your program.)
- A single course can be used to satisfy multiple areas within the degree simultaneously simultaneously (AGEC-B Core Area and/or Awareness Area(s), Required Courses (Common Lower Division Requirements), and/or Restricted Electives (Business Electives)). Credits are counted once toward the total for the degree.

Degree Requirements

The 62-72 semester credits required for the Associate in Business General Requirements follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-B **https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.9** and the AGEC Matrix **http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075**. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on each MCCCD college's website

Requirements		*Credits*
I. Required Courses		**21-25**
Accounting		**(6-9)**
ACC111	Accounting Principles **AND**	
ACC230	Uses of Accounting Information I **AND**	
ACC240	Uses of Accounting Information II	
OR		
ACC211	Financial Accounting **AND**	
ACC212	Managerial Accounting	
OR		
ACC111	Accounting Principles I **AND**	
ACC112	Accounting Principles II **AND**	
ACC212	Managerial Accounting	

Some of the following courses can be used to satisfy both this requirement and an AGEC-B Core Area. AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.

ECN211 [SB]	Macroeconomic Principles	(3)
ECN212 [SB]	Microeconomic Principles	(3)
GBS205	Legal, Ethical, and Regulatory Issues in Business	(3)
GBS221	Business Statistics	(3)
Quantitative Methods		(3-4)
GBS220	Quantitative Methods in Business **OR**	
MAT217 or MAT218	Mathematical Analysis for Business	

Note: Students planning to attend ASU W. P. Carey School of Business will be required to take MAT217 or MAT218.

II. Restricted Electives 0-6

Select two courses (6 credits) from the following options:

Some courses may be used to satisfy both Restricted Elective and Arizona General Education Curriculum (AGEC) requirements, as indicated in [**brackets**] below, but two courses must be completed. AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.

GBS151	Introduction to Business (Recommended)	(3)
CIS114DE	Excel Spreadsheet	(3)
CIS133DA	Internet/Web Development Level I	(3)
CIS162AD	C#: Level I	(3)
GBS110	Human Relations in Business and Industry **OR**	
MGT251	Human Relations in Business	(3)
GBS233 [**L**]	Business Communication	(3)
GBS220	Quantitative Methods in Business *(If course used to satisfy Required Courses, it can not be used to satisfy Restricted Electives*	(3)
IBS101 [**G**]	Introduction to International Business	(3)
MGT253	Owning and Operating a Small Business	(3)
REA179	Real Estate Principles I	(3)
REA180	Real Estate Principles II	(3)
MKT271	Principles of Marketing	(3)
PAD100	21st Century Public Policy and Service	(3)
SBU200 [**SB**,**G**]	Society and Business	(3)

III. Arizona General Education Curriculum-Business (AGEC-B) 29-37

The AGEC-B requires a minimum of 35 credits, however, Required and Restricted Elective courses may also meet AGEC-B requirements and credits count once toward the total for the degree. Therefore, the AGEC-B may be met with fewer than 35 credits as long as all requirements listed in this section (III) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] 6

ENG101 **OR** ENG107 **AND**	**(3)**
ENG102 **OR** ENG108	**(3)**

2. Literacy and Critical Inquiry [L] 3

(Note: Students planning to attend ASU W.P. Carey will be required to take COM225.)

3. Mathematical Applications [MA] 3-5

MAT212 Brief Calculus **OR**	(3)
MAT213 Brief Calculus **OR**	(4)
Higher [MA] designated course	(3-5)

4. Computer/Statistics/Quantitative Applications [CS] 3

CIS105 Survey of Computer Information Systems

5. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

6. Social-Behavioral Sciences [SB] 0

Met by Required Courses ECN211 **AND** ECN212

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

Note: Students transferring to ASU in Accountancy should take two of the following courses: Sociology with [SB] value, Psychology with [SB] value, and COM230 or COM225. If students do not take these prior to transfer, they may need to take additional hours to meet ASU requirements.

IV. General Electives 0-12

Select courses 100-level or higher if needed to complete a minimum of 62 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) 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 these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer advisement information is accessible on the following websites: **aztransfer.com**, **curriculum.maricopa.edu**, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

Associate in Business General Requirements Total Credits: 62-72*

*64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in Business, Special Requirements (ABUS-SR) Degree

Description

The Maricopa County Community College District Associate in Business Special Requirements (ABUS-SR) degree requires a minimum of 62 semester credits for the program of study. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. This degree provides the first two years of a four-year curriculum for students who wish to pursue Computer Information Systems majors at Arizona`s public universities. With a bachelor's degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, computer information systems, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management. The Associate in Business-Special Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees, **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-policies**.

The Associate in Business-Special Requirements degree includes the following components:

I. Required Courses

II. Arizona General Education Curriculum for Business (AGEC-B)

III. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Business Special Requirements (ABUS-SR) degree is designed for students who plan to transfer to four-year colleges and universities. In general, the components of this degree meet requirements for Business' Computer Information Systems majors at Arizona's public universities. Other Business majors should follow the Associate in Business General Requirements (ABUS-GR) pathway instead. Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

Special Academic Policies that Govern the ABUS-SR Degree

- The ABUS-SR does not include any MCCCD Special Requirements for Oral Communication and/or Critical Reading like the other associate degrees. (However, some university programs have a speech requirement; consult your academic advisor or transfer guide to verify the specifics for your program.)
- A single course can be used to satisfy multiple areas within the degree simultaneously (AGEC-B Core Area and/or Awareness Area(s), Required Courses (Common Lower Division Requirements), and/or Restricted Electives (Business Electives)). Credits are counted once toward the total for the degree.

Degree Requirements

The 62-71 semester credits required for the Associate in Business Special Requirements follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-B **https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.9** and the AGEC Matrix **http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075**. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on each MCCCD college's website.

Requirements	***Credits***
I. Required Courses	**27-31**
Accounting	**(6-9)**
ACC111 Accounting Principles **AND**	
ACC230 Uses of Accounting Information I **AND**	
ACC240 Uses of Accounting Information II	
OR	
ACC211 Financial Accounting **AND**	
ACC212 Managerial Accounting	
OR	
ACC111 Accounting Principles I **AND**	
ACC112 Accounting Principles II **AND**	
ACC212 Managerial Accounting	

Some of the following courses can be used to satisfy both this requirement and an AGEC-B Core Area. AGEC designations are subject to change. See AGEC Matrix for each course's value(s) in the semester it is taken.

ECN211	[SB] Macroeconomic Principles	(3)
ECN212	[SB] Microeconomic Principles	(3)
GBS205	Legal, Ethical, and Regulatory Issues in Business	(3)
GBS221	Business Statistics	(3)
CIS162AD	C#: Level 1	(3)
CIS250	Management of Information Systems	(3)

Quantitative Methods **(3-4)**

GBS220 Quantitative Methods in Business **OR** MAT217 or MAT218 Mathematical Analysis for Business

Note: Students planning to attend ASU W. P. Carey School of Business will be required to take MAT217 or MAT218.

II. Arizona General Education Curriculum-Business (AGEC B) 29-37

The AGEC-B requires a minimum of 35 credits, however, Required and Restricted Elective courses may also meet AGEC-B requirements and credits count once toward the total for the degree. Therefore, the AGEC-B may be met with fewer than 35 credits as long as all requirements listed in this section (III) are completed.

A. Core Areas

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC Matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] 6

ENG101 **OR** ENG107 **AND** **(3)**
ENG102 **OR** ENG108 **(3)**

2. Literacy and Critical Inquiry [L] 3

(Note: Students planning to attend ASU W.P. Carey will be required to take COM225.)

3. Mathematical Applications [MA] 3-5

MAT212 Brief Calculus **OR** **(3)**
MAT213 Brief Calculus **OR** **(4)**
Higher [MA] designated course (3-5)

4. Computer/Statistics/Quantitative Applications [CS] 3

CIS105 Survey of Computer Information Systems

5. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

6. Social-Behavioral Sciences [SB] 0

Met by Required Courses ECN211 **AND** ECN212

7. Natural Sciences [SQ/SG] 8

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas 0-6

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

Note: Students transferring to ASU in Accountancy should take two of the following courses: Sociology with [SB] value, Psychology with [SB] value, and COM230 or COM225. If students do not take these prior to transfer, they may need to take additional hours to meet ASU requirements.

IV. General Electives 0-6

Select courses 100-level or higher if needed to complete a minimum of 62 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) 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 these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer advisement information is accessible on the following websites: **aztransfer.com**, **curriculum.maricopa.edu**, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

Associate in Business Special Requirements Total Credits: 62-71*

*64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in General Studies (AGS) Degree

Description

The Maricopa County Community College District Associate in General Studies degree requires 60-64 semester credits in courses numbered 100 and above. The degree includes the following components:

I. General Education (minimum of 38 credits)

Core curriculum (requires a grade of "C" or better)

Distribution courses (requires a grade of "D" or better)

II. General Electives (enough additional courses numbered 100 or above, passed with a grade of "D" or better, to bring total credits to at least 60)

Purpose of the Degree

The Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to apply any course numbered 100 or above, including some that are not transferable to a state university, toward the credits required for the degree. Therefore, for students who intend to transfer to another college or university in the future to pursue a bachelor's degree, this degree may be less appropriate than other Associate degrees offered (Associate in Arts, Associate in Business, Associate in Science, and all major-specific pathway map versions of these degrees) by the Maricopa Community Colleges.

Academic Policies that Govern the Associate in General Studies Degree:

- The graduation policies within the general catalog must be satisfied.
- A single course can simultaneously count towards a Core Area and a Distribution requirement. Courses that meet this criterion are **bold print and underscored** in the Core areas and Distribution areas (on the course list at the conclusion of this document). For example, CRE101 may be used to satisfy both the Literacy and Critical Inquiry requirement [L] of Distribution area and the Core Curriculum's Critical Reading area. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.
- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be transferred if documentation collected by the community college indicates that this was the only grading option available to the student and that the Pass grade ("P") is equivalent to a "C" or better.
- Completion of the AGS with a minimum Grade Point Average of at least 2.0 on a 4.0 scale for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements. However, meeting all AGS minimums does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment. Furthermore, because the AGS is not designed to align with the requirements for bachelors degrees, not all credits may be transferable and students may have deficiencies in lower division (100- and 200-level) courses for a particular major.

Summary of Degree Requirements:

Details on how to identify courses approved for each of the different categories is described following the outline.

I. MCCCD General Education 34-47

Core Areas 12-18

1. First-Year Composition 6

ENG101 **OR** ENG107 **AND** ENG102 **OR** ENG108

2. Mathematics 3-5

3. Computer Usage 3

4. Oral Communication 3

COM100 Introduction to Human Communication **OR**

COM110 Interpersonal Communication **OR**

COM225 Public Speaking **OR**

COM230 Small Group Communication (3 credits) **OR**

COM100AA & COM100AB & COM100AC [SB] (3 credits) **OR**

COM110AA & COM110AB & COM110AC [SB] (3 credits)

5. Critical Reading 0-3

Students may demonstrate proficiency through assessment.

CRE101 Critical Reading and Critical Thinking **OR**
equivalent as indicated by assessment

Distribution Areas 22-29

1. Humanities, Arts and Design 9

Students are encouraged to choose course work from more than one discipline.

2. Social-Behavioral Sciences 6-9

Students are encouraged to choose course work from more than one discipline. Social-Behavioral Sciences requirements may be met with 6 credits only if COM100, COM110, or COM230 is shared between Core and Distribution (see Academic Policies section on prior page). The credits are only counted once, but may be applied to meet Oral Communication and Social-Behavioral Science requirements.

3. Natural Sciences 7-8

Two lecture courses and one corresponding laboratory course are to be selected. Credits for lecture and lab components may be combined or each may carry separate credit. For appropriate course selection students should consult with an academic advisor.

4. Literacy and Critical Inquiry 0-3

Literacy requirement may be met with 0 credits only if CRE101 or COM225 is shared between Core and Distribution (see Academic Policies section on prior page). The credits are only counted once, but may be applied to meet [Oral Communication and Literacy] or [Critical Reading and Literacy and Critical Inquiry] requirements.

II. General Electives 13-26

Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

Associate in General Studies Total Credits: 60-64

All courses listed meet AGS requirements as specified. Courses in *Purple Italic Underline* also meet Arizona General Education Curriculum AGEC requirements.

Courses in **bold print and underscored** simultaneously count towards a Core Area and a Distribution requirement.

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*** or Equivalent as indicated by assessment

Mathematics (3 credits)

MAT Mathematics 112, 120, 121, 122, 122AA & 122AB & 122AC, *140, 141, 142, 150, 151, 151AA & 151AB & 151AC & 151AD, 152, 172,* 182, *187,* 206, *212, 213, 220, 221, 230, 231, 240, 241,* 256, 257, *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, 175, 177, 183, 283, 283AA, 289
AJS Administration of Justice Studies 205
AMS Automated Manufacturing System *150*
ARC Architecture 243, 244, 245
ART Art 100, 169, 170, 173, 175, 177, 179, any 180++ course, 183, 283, 289
BIO Biology *283*
BPC Business-Personal Computers Any BPC Course(s), including *110*
CIS Computer Information Systems Any CIS Course(s), including *105, 162AB, 162AD, 163AA* (and except 159, 162, 162AC, 169, 183AA, 217AM, 259, 262)
CSC Computer Science Any CSC Course(s), including *100AA, 100AB, 110, 110AA, 110AB, 120, 150, 150AA, 180 180AA, 180AB, 181, 181AA, 181AB, 182, 182AA, 205, 205AA, 205AB, 205AC, 205AD, 283* (and except 200, 200AA, 200AE, 210, 210AA, 210AB)
CTR Court Reporting 101, 102
DFT Drafting Technology *105AA***, 251, 254AA, 256AA
***Must be taken with CSC100AA or AB to meet AGEC value*

ECH Early Childhood Education 238
EEE Electrical Engineering *120*
ELE Electronic 131, 181, 241, 243, 245
ELT Electronic Technology 131, *241*, 243
ENG English 100AE
FON Food & Nutrition 100
GBS General Business *221*
GIS Geographic Information Science *205*, *211*
GPH Physical Geography *220*
HRM Hotel Restaurant Management 126
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), including *100*, *101*, *102*, 109, 110, 112, *115*, *118*, *131*, *145*, *201*, *203*, *204*, *217*, 216, 240, 250
ASB Anthropology 211, 214, 220, 222, 223, 253
CCS Chicana and Chicano Studies *101*
COM Communication *241*
CON Construction *101 (formerly CNS101)*
DAH Dance Humanities *100*, *101*, *201*, *250*, *255*
EDU Education *291*, *292*, *294*
ENG English *200*, *213*, *218*
ENH English Humanities Any ENH Course(s), including *110*, 111, *112*, *113*, *114*, 117, 130, *140AA*, *190*, 200, *201*, *202*, *204*, *206*, *214*, *221*, *222*, *230*, *231*, *232*, *235*, *241*, *242*, *245*, *251*, *252*, 253, *254*, *255*, *256*, *259*, *260*, *275*, 277, 277AA-AK, *280*, *284*, *285*, *291*, *294*, *295* (and except 250)
FRE French *265*
HCR Health Care Related *210*
HIS History *101*, *102*, *103*, *108*, *110*, *111*, *113*, *114*, *203*, *212*, *251*, 253, 254, *252*, *275*
HON Honors *190*
HUM Humanities Any HUM course(s), including 100, *101*, *105AA*, *107*, *108*, *190AA*, *190AB*, *190AC*, *190AD*, *190AE*, *190AF*, *190AG*, *190AH*, *190AI*, *201*, *202*, *205*, *206*, *209*, *210*, *211AA*, 211AE, 212, *213*, *214*, *215*, *216*, *220*, *245*, *250*, *251*, *260*, *261*, *292*, 295 (and except 120, 225)
INT Interior Design *115*, *120*
LAT Latin *201*, *202*
MHL Music: History/Literature *140*, *143*, *145*, *146*, *153*, *155*, *194*, *204*, *241*, *242*, *295*
PHI Philosophy Any PHI Course(s), including *101*, *102*, *103*, *104*, *105*, 106, 113, *201*, *212*, *213*, 214, 215, 233AC, *216*, *218*, *224*, *233AA*, *233AB*, *234AC*, *244*, *245*, 250, *251*, 282AA-AC
REL Religious Studies Any REL Course(s), *100*, *101*, *151*, *200*, *202*, *203*, *205*, *206*, *207*, *210*, 211, 212, 213, 214, 218, 223, *225*, 230, *240*, *244*, 245, 248, *250*, *251*, *271*, 277, 292, 294, 295, 282AA-AC, *290*, *291*
SLC Studies in Language & Culture *201*, *202*
SPA Spanish *241*, *242*, *265*, *266*
SPH Spanish Humanities *241*, *245*
SSH Sustainability/Social Sciences and Humanities *111*
STO Storytelling *292*, *294*
SWU Social Work *183*
TCM Telecommunications *107*
TEC Textiles and Clothing *105*
THE Theater *111*, *220*
THF Theatre and Film *205*, *206*, *210*
THP Theater/Performance/Production *241*
WST Women's Studies *209*, *284*, *285*, *290*

Social-Behavioral Sciences (6-9 credits)

Students are encouraged to choose courses from more than one discipline. Social-Behavioral Sciences requirements may be met with 6 credits only if COM100, COM110, or COM230 is shared between Core and Distribution (see Academic Policies section). The credits are only counted once, but may be applied to meet Oral Communication and Social-Behavioral Science requirements.

AFR African American Studies *202*, *203*, *204*
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*
BHS Behavioral Health Services Technology *150*
CCS Ethnic Relations *202*
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 *160, 211, 212, 213, 250*
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 Technology *258*
FUS Future Studies 101
GCU Cultural Geography *102, 113, 121, 122, 141, 221*
HES Health Science *100*
HIS History any HIS Course(s), including *100, 101, 102, 103, 104, 105, 106, 108, 109, 113, 114, 140, 145, 173,* 190, *201, 203, 204, 209,* 240, *241, 242, 273, 275, 277,* 282AA-AC (and except 111, 170, 251, 252, 253, 254)
HON Honors *201*
IBS International Business *109*
IFS Research in Global Society *201, 210*
MCO Mass Communications 120
MGT Management *229, 230*
PAD Public Administration *200*
POS Political Science Any POS course(s), including *100,* 101, *110, 113, 114, 115, 120, 125, 130, 140,* 180, *210,* 212, 221, 222, *223,* 230, *270,* 281AB, 282AA-AC, *285*
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), including *101, 110, 130, 141, 157, 180, 212, 220, 241 251, 266, 270* (and except 143, 245, 253, 265)
SSH Sustainability/Social Sciences and Humanities *111*
SUS Sustainability/Natural Sciences *110*
SWU Social Work *102, 171, 182, 250, 258, 295*
TEC Textiles and Clothing *105*
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, 260*
ASB Anthropology *231*
ASM Anthropology *104, 265, 275*
AST Astronomy *101, 106, 111, 112*
BIO Biology *100, 101, 102, 105, 107, 108, 109, 111, 145,* 149AF, 149AH, 149AK, 149AL, 149AM, 149AN, *156, 156XT, 160, 181, 181XT, 182, 201, 202, 205, 241, 245*
CHM Chemistry *107&107LL, 130&130LL, 130AA, 150&151LL, 150AA, 151&151LL, 151AA, 152&152LL, 152AA, 154&154LL, 230&230LL*
CON Construction *106 (formerly CNS106)*
ENV Environmental Sciences *101*
FON Food and Nutrition *241&241LL*
FOR Forensic Science *105, 106, 275*
GLG Geology *101&103, 101IN, 102&104, 102IN, 105, 106, 110&111, 110IN,* 121, 140, 229AB-AC, 230AA-AC, 231AA-AD, 280, 281, 282AA
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 (0-3 credits)

Literacy requirements may be met with 0 credits only if CRE101 or COM225 is shared between Core and Distribution (see Academic Policies section). The credits are only counted once, but may be applied to meet [Critical Reading and Literacy and Critical Inquiry] or [Oral Communication and Literacy and Critical Inquiry] requirements.

AIS American Indian Studies *213*
COM Communication *222, **225**, 241*
CPD Counseling and Personal Development *160*
CRE Critical Reading ***101***, *201*
CUL Culinary Arts *223*
DAH Dance Humanities *255*
EDU Education *282AC*
ENG English *111, 200, 215, 216, 217, 218*
ENH English Humanities *241, 254, 255*
EXS Exercise Science *290*
GBS General Business *233*
GPH Physical Geography *267*
HUM Humanities *225*
IFS Information Studies *201*
JRN Journalism *201, 215, 234*
MCO Mass Communications *220*
MGT Management *230*
MHL Music: History/Literature *204*
PHI Philosophy *103, 106, 218, 244*
POS Political Science *115*
PSY Psychology *290AB, 290AC*
REL Religious Studies *203, 205, 207*
SLC Studies in Language & Culture *202*
THE Theatre *220*
THP Theatre Performance/Production *241*

Elective Courses (15-22 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 and General Education Requirements

Description

The Associate in Applied Science (AAS) degree requires at least 60 credits in its program of study. The exact number of credits for a specific degree is identified as part of the presentation of its requirements on the web or in the college catalog.

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 in a particular workforce-related area of study. The AAS degree options vary at the different MCCCD colleges and can be searched alphabetically: **https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/associate-of-applied-science-degrees-aas** or by field of interest: **https://www.maricopa.edu/academics/foi**. Requirements for each degree can be found on the linked webpages and in the corresponding college(s)'s catalog.

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. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing).

  The minimum of six credit hours in the 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.
- 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.

General Education Core (12-15 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/Equivalent as indicated by assessment

Mathematics (3 credits)

MAT 103AA&103AB/112/120/121/122/122AA/122AB/122AC/140/141/142/150/151/151AA/151AB/151AC/151AD/152/172/182/187/206/212/213/220/221/230/231/240/241/256/257/261/262/276/277/equivalent course/Satisfactory completion of a higher level mathematics course

General Education Distribution Areas (9-10 credits)

Humanities, Arts and Design (2-3 credits)

AHU Arabic Humanities 245
AIS American Indian Studies 213
AJS Administration of Justice Studies 123
ARH Art Humanities Any ARH Course(s)
ART Art 131
ASB Anthropology 211/214/220/222/223/253
CCS Chicana and Chicano Studies 101
COM Communication 241
CON Construction 101 (formerly CNS101)
DAH Dance Humanities 100/101/201/250/255
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 101/102/103/108/110/111/113/114/203/212/251/252/275
HON Honors 190
HUM Humanities Any HUM course(s) (except 120, 225)
INT Interior Design 115/120
LAT Latin 201/202
MHL Music: History/Literature 140/143/145/146/153/155/194/204/241/242/295
PHI Philosophy Any PHI Course(s)
REL Religious Studies Any REL Course(s)
SLC Studies in Language & Culture 201/202
SPA Spanish 241/242/265/266
SPH Spanish Humanities 241/245
SSH Sustainability/Social Sciences and Humanities 111
STO Storytelling 292/294
SWU Social Work 183
TCM Telecommunications 107
TEC Textiles and Clothing 105
THE Theatre 111/220
THF Theatre and Film 205/206/210
THP Theatre Performance/Production 241
WST Women's Studies 209/284/285/290

Social-Behavioral Sciences (3 credits)

AFR African American Studies 202/203/204
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
BHS Behavioral Health Services Technology 150
CCS Chicana and Chicano Studies 202
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
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 102/113/121/122/141/221
HES Health Science 100
HIS History Any HIS course(s) (except 111, 170, 251, 252, 253, 254)
HON Honors 201
IBS International Business 109
IFS Information Studies 201, 210
MCO Mass Communications 120
MGT Management 229/230
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, 245, 253, 265)
SSH Sustainability/Social Sciences and Humanities 111
SUS Sustainability/Natural Sciences 110
SWU Social Work 102/171/182/250/258/295
TEC Textiles and Clothing 105
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, 260
ASB	Anthropology (Soc/Behv. Science) 231
ASM	Anthropology (Science/Math) 104/265/275
AST	Astronomy 101/106/111/112/113/114
BIO	Biology 100/101/102/105/107/108/109/111/145/149AN/156/156XT/160/181/181XT/182/201/201XT/202/205/241/245
CHM	Chemistry 107&107LL/130&130LL/130AA/150AA/150&151LL/151AA/151&151LL/152AA/152&152LL/154&154LL/230&230LL
CON	Construction 106 (formerly CNS106)
ENV	Environmental Sciences 101
FON	Food and Nutrition 241&241LL
FOR	Forensic Science 105/106/275
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

The Maricopa Community College District Academic Certificate (AC) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in a specific area of emphasis in an academic discipline. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of a body of knowledge, it is not designed to prepare someone for employment in a specific occupation. The coursework for an Academic Certificate may be from a variety of disciplines or it can be discipline specific. There is no required general studies component to an Academic Certificate; however, the program may include some courses that have specific general studies designations such as Humanities, Arts and Design [HU], Social-Behavioral Sciences [SB], Literacy and Critical Inquiry [L], or Cultural Awareness [C]. (See AGEC Matrix for current course values.)

Academic Policies that Govern the Academic Certificate:

- Although, the program of study for an Academic Certificate (AC) does not have a mandated minimum number of credit hours, most ACs require approximately 12-39 credit hours in courses numbered 100 and above;
- Requires a cumulative GPA of 2.0 or better for completion;
- Follows the graduation policies listed in the college's general catalog for the appropriate catalog year;
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291/STO291-Children's Literature) covers identical content and its credits can only be counted once toward certificate requirements;
- Although ACs may include a subset of coursework required in particular transfer degrees, the intent of an AC is not to align with any specific university major. There is no presumption of block transfer to another college or university;
- May have admission criteria established by the college if and when appropriate;
- Generally offered at a limited number of colleges. For a listing of all ACs available in the district and their affiliated college(s) see the CCTA web site **https://curriculum.maricopa.edu/**.

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 no 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. Minimum semester credits for completion of major-specific pathway versions of the AA and AS degrees vary slightly by pathway. Refer to the Program (Degree) Search at **curriculum.maricopa.edu** for credit minimums for individual degree programs. For specific certificate programs, be credited with no 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 must 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 must 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 minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. (The exception is the Nursing program; Nursing students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.) Courses from the General Education Core and Distribution areas are excluded. 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.
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 graduation ceremony fee, if participating in ceremony. See fee schedule for charges. See Graduation with Honors for information on honors designation.

Certificates/Degrees

The Maricopa Community Colleges offer Certificates of Completion as well as Associate Degrees, which are conferred on students who have 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 Course Equivalency Guide (CEG) within AZ Transfer, 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.

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 '17 (Active)
Continued at a Public Community College	Spring '18, Fall '18 (Active)
Transferred to a University	Spring '19 (2017 or Any Subsequent Catalog)

Example B:

Admitted & Earned Course Credit at a Public Community College or University	Fall '14 (Active)
Enrolled But Earned All Ws, Zs, or Fs	Spring '15 (Inactive)
Enrolled in Audit Courses Only	Fall '15 (Inactive)
Nonattendance	Spring '16 (Inactive)
Transferred to a University	Fall '16 (2016 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 '14 (Active)
Nonattendance	Spring '15, Fall '15, Spring '16 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Fall '16 (Active)
Transferred to a University	Spring '17 (2016 or Any Subsequent Catalog)

Example B:

Admitted & Earned Course Credit at a Public Community College or University	Fall '14 (Active)
Nonattendance	Spring '15 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Summer '15 (Active)
Nonattendance	Fall '15, Spring '16 (Inactive)
Transferred to a University	Fall '16 (2014 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.*

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 '16 (Active)
Continued at a Public Community College	Fall '16, Spring '17 (Active)
Nonattendance	Fall '17 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Spring '18 (Active)
Transferred to a University	Summer '18 (2016 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.

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

An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community College District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the College Registrar and displays the college seal of the Maricopa College ISSUING the official transcript.

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 Program Matrix

Description

The Maricopa County Community College Occupational Program Matrix identifies all programs currently available for offering within the ten 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

INSTITUTION	AREAS & PROGRAMS
PC	Environmental and Natural Resource Conservation
PC	Environmental and Natural Resource Sustainability
SC	Equine Science
MC	Landscape Aide
MC	Landscape Horticulture
MC	Landscape Specialist
MC	Sustainable Agriculture
MC	Veterinary Assisting
MC	Veterinary Technology

ARCHITECTURE AND CONSTRUCTION

GW	Air Conditioning/Refrigeration/ Facilities
SC	Architectural Technology
MC	Building Inspection
MC	Computer Aided Drafting
MC	Construction Management
GW	Construction Trades: Carpentry
GW, MC	Construction Trades: Construction Management
GW	Construction Trades: Construction Worker Training for Cranes/Rigging Equipment
GW	Construction Trades: Electricity
GW	Construction Trades: Heat and Frost Insulation
GW	Construction Trades: Heavy Equipment Operations
GW	Construction Trades: Ironworking
GW	Construction Trades: Millwrighting
GW	Construction Trades- Mechanical Trades: Pipefitting
GW	Construction Trades- Mechanical Trades: Plumbing
GW	Construction Trades- Mechanical Trades: Sheet Metal
GW	Construction Trades: Painting and Drywalling
GW	Construction Trades: Pre-Apprenticeship
MC	Mechanical Drafting
EM	Power Systems Technology
GW	Residential and Light Commercial Air Conditioning
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
RS	Workforce Development: Trim Plumbing

ART, A/V TECHNOLOGY, AND COMMUNICATION

MC	Alteration Specialist
PC	Apparel Construction
GC, MC, PC PV, SC	Audio Production Technologies
MC	Beginning Piano Pedagogy
MC	Costume Design and Production
PC	Costuming
SC	Dance Performance and Technology
GC	Digital Media Arts
MC, SC	Disc Jockey Techniques
MC, SC	Disc Jockey Techniques I
MC, SC	Disc Jockey Techniques II
RS	Family Life Education
PC	Fashion Design
PC	Fashion Design Level I
PC	Fashion Design Level II
PC	Fashion Design Entrepreneurship
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, SC	Journalism and New Media Studies
PC	Media Arts
CG, GC, MC, PC, PV, SC, SM	Music Business
RS	Parent Education
PC	Pattern Design Level I
PC	Pattern Design Level II
GC, PC	Photography

BUSINESS, MANAGEMENT, AND ADMINISTRATION

CG, EM, GC, GW MC, PC, PV, RS, SC, SM	Accounting
PV	Accounting - Specialized Para-Professional
GC	Accounting Paraprofessional
PV	Administrative Professional
MC, PC, PV	Administrative Professional
PV	Administrative Specialist
GW	Administrative Technology
RS	Automobile Insurance: Customer Service
RS	Automobile Insurance Claims: Customer Service
SC	Bookkeeping
RS	Broadband Telecommunications
RS	Broadband Telecommunications: Field Operations
CG, GC, MC, PC, SC	Business Administration (Fastrack)
SM	Business Management
SM	Business Micro Finance
GC	Business Office Assistant
GW	Business Technology Specialist
PC	Computer Applications
GW	Court Reporting: Judicial
RS	Credit Counseling: Customer Service
RS	Debt Resolution: Customer Service
GC, GW, MC, PC, PV, RS, SC, SM	Entrepreneurial Studies Level I
GC, GW, MC, PC, PV, RS, SC, SM	Entrepreneurial Studies Level II
CG, EM, GC, MC, PC, PV, RS, SC, SM	General Business
PV	General Business Specialized
CG, EM, GC, GW, MC, PC, RS, SC, SM	Human Resources Management
RS	Human Services-Assistance: Public Assistance Eligibility
RS	Human Services-Specialist: Customer Service
RS	Human Services-Unemployment Insurance: Customer Service
GC, MC, RS	Insurance Studies
MC	International Trade
CG, EM, GC, MC, PC, PV, RS, SC SM	Management
GC, PV	Middle Management
RS	Motor Vehicle: Customer Service
GW	Office Technology
CG, EM, GC, GW, MC, PC, PV, RS, SC, SM	Organizational Leadership
CG, EM, GC, GW, MC, PC, PV, RS, SC, SM	Organizational Management
PC	Paralegal Studies
RS	Personal Loans: Customer Service
MC	Project Management
MC	Public Relations
RS	Quality Customer Service
GW	Realtime Reporting Scoping
CG, EM, GC, GW, MC, PC, RS, SC, SM	Retail Management
RS	Retail Pharmacy: Customer Service
MC	Retail Sales Manager
CG, EM, GC, GW MC, PC, RS, SC, SM	Small Business Management Level I
CG, EM, GC, GW MC, PC, RS, SC, SM	Small Business Management Level II
CG, PC, PV, RS, SM	Small Business Start-Up

CG, EM, GC, GW, MC, PC, PV, SC, SM	Social Media Marketing
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
MC	Bilingual Education/Dual Language Immersion (BE/DLI)
GC, RS	Child and Family Organizations Management and Administration
PC	Curriculum for Young Children
MC	Early Care Specialist
GC, 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, SM	Early Learning and Development
RS, SM	Family Child Care Management
CG, EM, GC, MC, PV, SM	Foundations of Early Childhood Education
EM	Foundations of Student Services
EM	Gifted Education
RS, SM	Infant and Toddler Development
MC, SM	Instructional Assistance
MC	Reading Specialist
RS	Senior Living Management
RS	Workforce Development and Community Re-Entry

ENVIRONMENTAL TECHNOLOGY

GW	Environmental Science Technology
MC	Geospatial Technologies
GW	Occupational Safety and Health Technology
GW	Wastewater Treatment
GW	Water Resources Technologies
GW	Water Treatment

FINANCE

RS	Bank Account Management: Customer Service
PC	Banking and Finance
MC	Licensed Residential Appraiser
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 Sciences
GC, SM	Behavioral Sciences
RS	Community Dental Health Coordination
PC	Community Emergency Response Team (CERT): Level I
GW	Computed Tomography
PC	Dental Assisting
MC, PC, RS	Dental Hygiene
GC	Developmental Disabilities Specialist
GW	Diagnostic Medical Sonography
GW	Diagnostic Medical Sonography: Vascular Technology
PC	Emergency Communications and Deployment
CG, GC, MC, PV SC, SM	Exercise Science: Health, Fitness and Sports Performance
GW	Fast Track Practical Nursing
RS	Health Care Insurance: Customer Service
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

PV	Integrated Public Health: Health Administration
PV	Integrated Public Health: Health Education
PV	Integrated Public Health: Mobile Integrated Health
PV	Integrated Public Health: Patient Navigation
PC	Laboratory Assisting
GW	Magnetic Resonance Imaging
PC	Massage Therapy
PC	Medical Assisting
PC	Medical Billing and Coding: Physician-Based
PC	Medical Coding: Hospital-Based
PC	Medical Laboratory Sciences
GW	Medical Radiography
GW	Musculoskeletal Sonography
EM, GW, MC PC, PV	Nurse Assisting
CG, EM, GC, GW MC, PC, PV, SC	Nursing
GW, MC	Nursing Refresher
GW	Operating Room Nursing
GW	Occupational Therapy Assistant
PC	Phlebotomy
GW	Physical Therapist Assisting
GW	Polysomnographic Technology
CG, EM, GC, GW MC, PV, SC	Practical Nursing
SM	Recovery Support
GW	Respiratory Care
EM	Speech Language Pathology Assistant
GW	Surgical Technology

HOSPITALITY AND TOURISM

RS	Airline Operations
RS	Airline Operations: Reservations and Ticketing Services
EM	Baking and Pastry
SC	Commercial Bakery and Pastry Arts
SC	Culinary Arts
SC, SM	Culinary Fundamentals
EM	Culinary Principles
EM	Culinary Studies
PV	Dietetic Technology
SC	Hospitality: Golf Management
SC	Hospitality: Hotel Management
SC	Hospitality: Meeting and Event Management
SC	Hospitality: Restaurant Management
SC	Hospitality: Spa and Wellness Center Management
SC	Hospitality: Tourism Development and Management
RS	Sustainable Food Systems
RS	Workforce Development: Introduction to 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
PC	Family Development
PC	Family Support
MC	Group Fitness Instructor
PC	Interpreter Preparation
CG	Mortuary Science
GC, MC, SC	Nutrition for Fitness and Wellness
GC, MC	Personal Trainer
CG, GC, MC PV, SC, SM	Personal Training Specialist
RS	Professional Addictions Counseling
SC	Recreation Management
RS	Workforce Development: Foundations in Addictions and Substance Use Disorders
SC	Yoga Instruction
SC	Yoga Therapy

INFORMATION TECHNOLOGY

MC	Adobe Creative Suite in Business: Master Suite Applications Specialist
MC, PV	Adobe Creative Suite in Business: Print and Web Applications Specialist
MC, SM	Adobe Creative Suite in Business: Production Applications Specialist
GC, MC, PV, SM	Adobe Foundations
RS	Advanced Computer Usage and Applications
MC	Advanced Web Designer
MC	Applications in Geospatial Technologies
CG	Business Applications
CG	Business Applications Specialist
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
EM	Computer Applications Technology
CG, EM	Computer Hardware and Desktop Support
SC	Computer Hardware and Network Support
GC, GW, PC	Computer Information Systems
SC	Computer Information Systems Technologies
PV	Computer Information Technology
PV	Computer Networking Technology
PV	Computer Systems Maintenance
RS	Computer Technology
RS	Computer Usage and Applications
SC	Data Analytics
SC	Database Development
EM	Desktop Publishing
MC	Digital Arts
MC	Digital Arts: Digital Illustration
MC	Digital Arts: Digital Photography
MC	Digital Arts: Graphic Design
GC	Digital Cinema Arts
RS	Digital Design
MC	Digital Media/Multimedia Technology
PC	Digital Photography
SC	Editing
GC, MC	Game Technology
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
GW, SM	Information Technology: Network and Cyber Security
SM	Information Technology: Network Server
SM	Information Technology: Programming and Mobile Development
SM	Information Technology Support
CG, EM, GC, MC PC, PV, RS, SC, SM	iOS Application Development
EM	IT and Power Systems Security
CG, EM, 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
GW	Microsoft Certified Information Technology Professional (MCITP) Administrator
EM, GC, PV	Microsoft Desktop Support Technology
EM, GC, GW,	Microsoft Networking Technology
EM, GC	Microsoft Server Administration
EM, GW	Microsoft Technical Specialist
RS, SM	Mobile Apps Programming
SC	Motion Picture/Television Production
MC	Multimedia Technology
SC	Network Administration
CG, EM, GC, GW, MC, SM	Networking Administration: Cisco
MC, SM	Network Administration: CISCO Network Professional
CG, GW, MC SM	Network Administration: Microsoft Windows Server
GW, SM	Network and Cyber Fundamentals
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, RS, SC,	Programming and Systems Analysis
CG, EM, GC, MC, PC, PV, RS, SC,	Programming and Systems Analysis Level I
CG, EM, GC, MC, PC, PV, RS, SC,	Programming and Systems Analysis Level II
SC	Screenwriting
PC, SC	Technical Theatre

SM	Web Application Development
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
EM, SM	Web Development and Graphic Design
MC	Web Server Administrator

MANUFACTURING

RS	Applied Electrical Technologies
EM, MC	Automated Industrial Technology
EM, MC	Automated Industrial Technology I
EM, MC	Automated Industrial Technology II
GC	CAD Application
GC	CAD Fundamental
MC	CAM Systems Programming
GC	CAD Technology
MC	CNC Machining I
MC	CNC Machining II
GC	Computer and Networking Technology
MC	Drafting and Design Technology
EM	Electrical Systems Technology
GW	Electrical Technology: Commercial Wiring
GW	Electrical Technology: Industrial Wiring
GW	Electrical Technology: Residental Wiring
CG	Electric Utility Technology
MC	Electronics Engineering Technology
MC	Electronics Technology
EM	Energy and Industrial Technology
GW	Industrial Design Technology
GW	Industrial Design Technology: Design Specialist: SolidWorks
EM	Industrial Manufacturing and Emerging Technologies
MC	Industrial Robotics and Automation Technology
EM	Instrumentation Systems Technology
RS	Lineman Technology Level I
RS	Lineman Technology Level II
RS	Lineman Technology Level III
RS	Lineman Technology Level IV
MC	Machining
EM	Mechanical Systems Technology
EM	Mechatronics
CG	Meter Technology
GC	Network Maintenance
EM	Nuclear Power Technology
EM	Power Systems Technology
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, GW, MC, PC, PV, SC, SM	Marketing
GC, GW, MC, PC, PV, SC	Marketing and Sales

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

CG, EM, GC, MC, PC, PV, RS, SM	Administration of Justice
PC	Administration of Justice
CG, EM, GC, GW, MC, PC, PV, RS, SC, SM	Administration of Justice Studies
RS	Advanced Corrections
RS	Basic Corrections
CG, EM, GC, MC, PC, PV, RS, SC, SM	Corrections
RS	Corrections
CG, GC, MC, PC, PV, SC, SM	Crime Scene Investigation
RS	Detention Services
PC	Domestic Preparedness and Homeland Security
GC, MC, PC, PV	Driver Operator

MC, PV	Emergency Management
CG, GC, MC, PC, PV	Emergency Medical Technology
GC, MC, PC, PV	Emergency Response and Operations
PC, SC	Fingerprint Identification and Photography
GC	Fire Academy
GC, MC, PC, PV	Fire Officer Leadership
GC, MC, PC, PV	Fire Science
GC, MC, PC, PV	Firefighter Operations
MC	Forensic Investigation
CG, GC, MC, PC, PV, SC, SM	Forensic Science
MC	Global Citizenship
PC	Hazardous Materials Response
CG, GC, GW, MC PC, PV, RS, SM	Homeland Security
RS	Juvenile Corrections
CG, EM, GC, MC, PC, PV, RS, SC, SM	Law Enforcement
GC	Law Enforcement Investigator
RS	Law Enforcement Technology
RS	Law Enforcement Technology Academy
CG, GC	Law Enforcement Training Academy
CG, EM, GC, MC, PC, PV, RS, SC, SM	Legal Studies
RS	Paralegal
GC, MC, PC, PV	Paramedicine
MC	Police Science
RS	Public Safety Leadership
RS	Public Safety Technology
SC	Tribal Court Justice Studies
CG, GC, MC, PC, PV, RS, SC, SM	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
MC	Biotechnology
GC	Biotechnology and Molecular Biosciences
CG	Certified Flight Instructor Instrument Airplane Rating
CG, EM, GC, SM	Engineering Technology
CG	Flight Technology
SM	Food Science and Technology I
SM	Food Science and Technology II
RS	Nanotechnology
CG	Powerplant Maintenance (Part 147)
CG	Unmanned Aircraft Systems

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

MC	Air Conditioning
GW	Air Conditioning and Electrical Accessories
CG, GW	Automotive Automatic Transmission and Transaxle
GC, GW, MC	Automotive Brake Systems
GC. GW, MC	Automotive Chassis
GC, GW, MC	Automotive Drive Train
GC, GW, MC	Automotive Electrical, Heating, Ventilation and Air Conditioning Systems
GC, GW	Automotive Electronic/Electrical Systems
GC, GW, MC	Automotive Engine Performance
GC, GW, MC	Automotive Engine Repair
GC, GW, MC	Automotive Engine Repair and Performance
GC, GW, MC	Automotive Heating, Ventilation and Air Conditioning (HVAC) Systems
GC, GW, MC	Automotive Maintenance and Light Repair
GC, GW, MC	Automotive Manual Drive Train and Axles
GC, GW, MC	Automotive Service
GC, GW, MC	Automotive Steering and Suspension
GC, GW, MC, RS	Basic Automotive Maintenance
MC	Brakes, Alignment, Suspension and Steering
GW, MC	Engine Performance and Diagnosis
MC	Transmissions and Power Trains

Notes



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

POLICES & PROCEDURES

POLICIES &
PROCEDURES

Policies & Procedures

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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 web site: **https://district.maricopa.edu/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 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

ADA/504/Title IX Coordinator, 2323 West 14th Street, Tempe, Arizona, 85281, **480-517-8749**, communitystandards@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.

Declaraciones de Accion 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.

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

ADA/504/Title IX Coordinator, 2323 West 14th Street, Tempe, Arizona, 85281, **480-517-8749**, communitystandards@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)

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.

Admission, Registration and Enrollment

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.

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. A community college in this state shall grant admission to any student who is under eighteen years of age and who achieves at least one of the following:

i. A composite score of 720 or more on the Preliminary Scholastic Aptitude Test (PSAT).

ii. A composite score of 720 or more on the Scholastic Aptitude Test (SAT).

iii. A composite score of twelve or more on the American College Test (ACT).

iv. A passing score on the relevant portions of the statewide assessment.

v. The completion of a college placement method 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. 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 official determines that the student's admission is in the best interest of the student.

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), Guam 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.

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.

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:	$8,010	*(1)*
Living Expenses:	$10,140	*(2)*
Books:	$800	*(3)*
Health Insurance:	$1,400	*(4)*
Total	$20,350	*(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 dependentt.

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 **2016-2017** *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 **2016-2017** *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.

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 county residency for those moving from other states. Refer to Section C for guidelines.

iv. **"Domicile"** means 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.

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.
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.
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, includes 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:

    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.

    GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at **https://www.benefits.va.gov/gibill**.

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
10. A student using any VA educational benefits who does not otherwise qualify under items above 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, includes 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 material of whatever kind or source relevant to domicile or residency status.
11. 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.

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

   NG = NATO-6

   U = Victim of Criminal Activity

   V = Spouses and Dependent Children of Lawful Permanent Residents

4. Students who hold a current visa and have submitted an I-485 to U.S. Citizenship and Immigration Services (USCIS), 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 USCIS 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.

5. Students who hold a current or expired visa and have applied for a change of status will retain their immigration status based on their visa. Residency eligibility may be considered one year after the date on the USCIS Notice Of Action Letter (I-797) confirming approval for change of status.

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:

H. An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license or an Arizona Instruction Permit.

I. A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States (A hospital record/certificate and certified Abstract of Birth are not acceptable).

J. A United States certificate of birth abroad.

K. A United States Passport.

L. A Foreign Passport with a United States Visa.

M. An I-94 Form with a Photograph.

N. A United States Citizenship and Immigration Services Employment Authorization Document (Work Permit) or Refugee Travel Document.

O. A United States Permanent Resident Card

P. A United States Certificate of Naturalization.

Q. A United States Certification of Citizenship.

R. A Tribal Certificate of Indian Blood.

S. 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.

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

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.

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 sent directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. The official transcripts may be sent via a secured website. Please contact the Admissions Office of The Maricopa College you plan to attend to verify which secure websites may be valid. 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. Please contact the Admissions Office of the Maricopa College you plan to attend for more information on preparing a home-schooled official transcript. 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 Transfer Credit and Prior Learning Assessment Policy

Credit may be awarded for prior learning recognized through a variety of forms of evaluation and examination, as outlined in this policy. 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):

Credit By Evaluation

- Educational Experiences In The Armed Services
- Training Programs/College Credit Recommendation Service

Credit By Exam (College-Level Equivalency Examinations)

*All exam charts may be found at the following Prior Learning Assessment **https://www.maricopa.edu/academics/prior-learning/exam-credit** web page*

- Advanced Placement (AP)
- College-Level Examination Program (CLEP)
- International Baccalaureate (IB) Diploma/Certificate
- Cambridge International Exams (CIE), A and AS Level
- Defense Activity For Non-Traditional Education Support (DANTES) Examination Program (ALSO Known As DANTES Subject Standardized Tests (DSST))
- American College Testing Proficiency Examination Program (ACT-PEP)
- Departmental Exams (Also known as "Challenge" Exams)

Articulated Transfer Credit

Credit awarded for prior learning does not count as hours in residence for graduation requirements. Exceptions may be granted at some of the Maricopa Community Colleges for unique programs of study. 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 research the credit for prior learning policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer. Please direct questions about credit for prior learning at the Maricopa Community Colleges To The Offices of Admissions and Records Student Enrollment Services.

Descriptions of Assessment Methods

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.

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.

Servicemember's Opportunity Colleges (SOC)

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 Servicemembers Opportunity College (SOC). This means that the colleges recognize the 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. The Maricopa Community Colleges are open-access institutions that 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 Servicemembers Opportunity College (SOC) 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 all other graduation requirements.

B. College Credit Recommendation Service

ACE 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 of the Maricopa Community Colleges for unique programs of study.

Academic departments may 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. Credit by Exam (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 Offices of Admissions and Records Student Enrollment Services from the specific testing company(s) before credit is awarded. **All equivalency is subject to future review and possible catalog change.**

A. Advanced Placement (AP) Credit

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. Scores must be received directly from CEEB before credit is awarded.

Changes to exams and scores are determined by the respective Maricopa Instructional Councils and/or statewide Articulation Task Force (ATFs).

B. College Level Examination Program (CLEP)

Students who have taken a College Level Examination of the College Entrance Examination Board (CEEB) may receive college credit. Scores must be received directly from CEEB before credit is awarded. The amount of credit awarded, the acceptable scores, and the equivalent courses are determined by the respective Maricopa Instructional Councils and/or statewide Articulation Task Forces (ATFs).

Estrella Mountain Community College, Rio Salado College, Paradise Valley Community College, and Mesa Community College are CLEP test sites. For more information on registering for the CLEP examinations, contact the testing centers at these Colleges.

C. International Baccalaureate (IB) Diploma/Certificate

Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit as outlined in the table below. MCCCD College grants credit for college-level courses only.

Scores must be received directly from the institution where the exams were administered before credit is awarded. The amount of credit awarded, the acceptable scores, and the equivalent courses are determined by the respective Maricopa Instructional Councils and/or statewide Articulation Task Forces (ATFs).

D. Cambridge International Examinations (CIE) A and AS Level

Students who have taken a Cambridge International Examination may receive college credit. Scores must be received directly from CIE before credit is awarded. The amount of credit awarded, the acceptable scores, and the equivalent courses are determined by the respective Maricopa Instructional Councils and/or statewide Articulation Task Forces (ATFs).

E. DSST

The Maricopa Community Colleges may award credit DSST Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DSST EXAMS. The Maricopa Community Colleges do not award credit for ENG 102 through DSST examination. Credit received through DSST is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

F. 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.

G. GED Exams

The Maricopa Community Colleges may award credit for GED subject area scores designated as college ready + in accordance with the ace recommended scores. Students must submit an ACE credit recommendation transcript to the Admissions and Records Office/Office of Student Enrollment Services in order to be awarded credit. The credit awarded and equivalent courses are established by the MCCCD Instructional Councils (ICS). Disclaimer: Test scores are continually reviewed and may be updated at any time. Changes will be noted as they occur.

H. Departmental Exams (also known as "Challenge" Exams)

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 of the Maricopa Community Colleges for their unique programs of study.
- Academic 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.

3. 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.

Conditions of Transfer Credit:

- The coursework was completed at colleges and/or 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.
- Coursework from other institutions may be considered for evaluation on a case-by-case basis.
- 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).
- Acceptance and applicability of courses from another Maricopa Community College that fulfill requirements other than general education is determined by individual Maricopa Community Colleges.

  Applicability of NON-AGEC designated courses from another Maricopa Community College toward the requirements of a college-specific degree or certificate 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/CIE/DSST/ACT-PEP CREDIT see the section for *Credit For Prior Learning*.

A. Transfer Credit from Maricopa Community Colleges 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.

ii. **Arizona Public Community Colleges and Universities:** Maricopa is a participant in the Arizona statewide transfer system. The **https://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 **https://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.

http://aztransmac2.asu.edu/cgi- bin/WebObjects/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: **https://curriculum.maricopa.edu/transfer-and-articulation**

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 **https://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**.

2.2.6 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 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 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 to transfer to a college/university to complete a Bachelor's degree, and who place 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

1. Course Placement

A. Students who plan to register in English, reading, or math will be advised to enroll into courses based on valid district-approved placement methods.

B. Students who place into course(s) that are below college-level (i.e., below 100-level) will be advised to enroll into the course(s) within the first two semesters.

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. The process may also be done electronically without a signature if supported by the attending college.

D. Course placement will be determined utilizing the district placement options 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 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 who is taking his or her first English as a Second Language class is required to take a test of English proficiency.

E Students will be exempt from the course placement process 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.

iv. The student who is exempt from the course placement process must still fulfill the minimum graduation requirements.

2. Determining Course Placement

Maricopa County Community Colleges use multiple placement options. In cases, when a course placement test is given, scores will be valid for two years. Other placement methods will also have limited time validity. For additional information, go to: **https://www.maricopa.edu/become-a-student/placement**.

A. Reading placement test scores that indicate "exempt from CRE101" do not expire.

B. Students will be permitted one re-test in English, reading, or by math level after 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.

C. 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.

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 methods.

B. All colleges shall adhere to the same approved placement scores.

C. All colleges shall adhere to the approved limited time validity for each course placement method. For more information, go to: **https://www.maricopa.edu/become-a-student/placement**.

D. Reading placement scores that indicate "Exempt from CRE101" Do Not Expire.

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 alternative section of a course taught by the same instructor
        v. Enrollment in an alternative 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 the first class meeting.
        ix. Other exceptions may be granted after faculty consultation with the student.

2.2.9 Tuition and Fees Policy

Tuition 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 Appendix S-3, Concurrent Enrollment in Arizona Public Institutions of Higher Education.)

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 Student Business Services Office at **480-517-8330**.

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, 2018 for Fall, Spring, and Summer Sessions)*

Current information can be found at:

https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-4

The following is the tuition and fees schedule for **2018-2019** 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.

Appendix S4: Tuition & Fee Schedule

Student Status

2018-2019	Maricopa County Resident (in County)	In County Resident Audit Rate	Out of County Resident	Non-Resident Living in Arizona taking online courses	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	$85.00	$110.00	$401.00	$215.00	$205.00	$215.00	$127.50
2	$170.00	$220.00	$802.00	$430.00	$410.00	$430.00	$255.00
3	$255.00	$330.00	$1,203.00	$645.00	$615.00	$645.00	$382.50
4	$340.00	$440.00	$1,604.00	$860.00	$820.00	$860.00	$510.00
5	$425.00	$550.00	$2,005.00	$1,075.00	$1,025.00	$1,075.00	$637.50
6	$510.00	$660.00	$2,406.00	$1,290.00	$1,230.00	$1,290.00	$765.00
7	$595.00	$770.00	$2,807.00	$1,505.00	$1,435.00	$1,505.00	$892.50
8	$680.00	$880.00	$3,208.00	$1,720.00	$1,640.00	$1,720.00	$1,020.00
9	$765.00	$990.00	$3,609.00	$1,935.00	$1,845.00	$1,935.00	$1,147.50
10	$850.00	$1,100.00	$4,010.00	$2,150.00	$2,050.00	$2,150.00	$1,275.00
11	$935.00	$1,210.00	$4,411.00	$2,365.00	$2,255.00	$2,365.00	$1,402.50
12	$1,020.00	$1,320.00	$4,812.00	$2,580.00	$2,460.00	$2,580.00	$1,530.00
13	$1,105.00	$1,430.00	$5,213.00	$2,795.00	$2,665.00	$2,795.00	$1,657.50
14	$1,190.00	$1,540.00	$5,614.00	$3,010.00	$2,870.00	$3,010.00	$1,785.00
15	$1,275.00	$1,650.00	$6,015.00	$3,225.00	$3,075.00	$3,225.00	$1,912.50
16	$1,360.00	$1,760.00	$6,416.00	$3,440.00	$3,280.00	$3,440.00	$2,040.00
17	$1,445.00	$1,870.00	$6,817.00	$3,655.00	$3,485.00	$3,655.00	$2,167.50
18	$1,530.00	$1,980.00	$7,218.00	$3,870.00	$3,690.00	$3,870.00	$2,295.00

** 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.

A. Determine Student Residency Status

Refer to admissions information (AR 2.2.2) 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 clock hour
Nursing Assistant	$6.00 per clock hour
Practical Nursing	$6.00 per clock hour

Credit by Examination & Credit by Evaluation (excludes Allied Health courses)

Regular Rate	$85.00 per credit hour
Contract Rate	$42.50 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.

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 interest 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

1. Refund Policy for Credit/Clock Classes

Students who officially withdraw from credit/clock 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

Note: Refunds for out-of-state students may also be subject to state law.

** 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.

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.

5. Refund Policy for Department of Defense Tuition Assistance Funds

Students who receive tuition assistance (TA) funds for a course or courses from the department of defense (DOD) may have a refund processed and returned to the student's DOD branch of service in the following situations. Refer to individual colleges for withdrawal and refund processes.

A. Per refund exception D, a student who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw, provided courses have not been completed. A 100% refund of TA funds will be issued to the student's DOD branch of service.

B. A student who withdraws for reasons other than those outlined above within the first 60% of the period for which funds were received will have the proportional amount of unearned TA funds returned to the student's DOD branch of service. Refer to individual colleges and DOD branch of service for potential student financial responsibility as a result of withdrawal.

Requests for refund should be referred directly to the college of enrollment.

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.

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 **https://mcccdf.org/** 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
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.

- **Grade Point Measurement**

  Students must meet the following credit hour/cumulative grade point average (CGPA).

Total Credits Attempted*	Min CGPA
≤ 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 Bachelors 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.

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. Course work 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

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:

https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.2-admission-registration-enrollment

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.

2.2.13 University Transfer

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 accredited private, public, and international baccalaureate granting institutions. 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

Articulated transfer programs and pathways between the Maricopa Community Colleges and baccalaureate-granting institutions [such as the Maricopa-ASU Pathway Program (MAPP), the UA Bridge Program, 2NAU and 90/30 transfer agreements] are official, recognized programs of study that fulfill both associate 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. A complete list of Maricopa-ASU Pathway Program requirements by major and catalog year is maintained on ASU's website, at **https://admission.asu.edu/transfer**.

Arizona Public Community Colleges and Universities

Maricopa is a participant in the Arizona Statewide Transfer System. **https://aztransfer.com** 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 **https://aztransfer.com** is the Course Equivalency Guide (CEG), which shows transfer course equivalencies between Arizona's 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. AZ Transfer Course Equivalency Guide **http://aztransmac2.asu.edu/cgi- bin/webobjects/ceg**.

(U.S.) and International Institutions

The Maricopa Community Colleges have transfer agreements with accredited U.S. universities and colleges as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through district-wide memorandums of understanding and articulation agreements, and are designed to help students maximize the applicability of transfer credit toward a bachelor's degree. To access a list of institutions with which Maricopa has established articulation agreements, visit: Maricopa University Partner List **https://curriculum.maricopa.edu/transfer-partners/transfer-options/maricopa-university-partner-list**

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.

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 may still transfer to other arizona public institutions with a direct equivalent as per the course equivalency guide on **https://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 SUN **https://www.aztransfer.com/sun/**

2.9 Veterans Services

The Maricopa Community Colleges' veterans' services offices act as liaisons with the Department of Veterans Affairs and the state approving agency. Each program must be approved by the state approving agency. 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, tutoring, and priority enrollment 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

  GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at **https://www.benefits.va.gov/gibill**.

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.

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. 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.

Distance Learning:

The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of MCCCD degrees and/or certificates of completion.

Colleges use Learning Management Systems (LMS) like Canvas and RioLearn for online offerings. These portals are used for both hybrid and online classes. Students must use their Maricopa Enterprise ID and password to access the portal. The link to the portal is provided on the college home page and on **my.maricopa.edu**, the district's website for student access to Maricopa tools. Maricopa-assigned student email addresses are used for communicating with students within the tools. Students are also able to communicate with the instructor through the LMS, via Maricopa e-mail or by phone.

Externship Programs:

The 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 indicate 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:

https://curriculum.maricopa.edu/transfer- and-articulation

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.

Scholastic Standards

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.

Please note: Rio Salado College courses may require clock hour components in combination with lecture/classroom training. Please reference the course syllabus to ensure you are aware of and meet the requirements per class in order to accomplish all course requirements.

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.

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.

> ***Please note: Unless a shorter time frame is specified in the syllabus, online students may be removed from their classes after 14 days of non-participation with a Withdrawn Failing (Y) grade, which counts like an F in GPA calculation. If you receive financial aid of any kind, it is your responsibility to protect your eligibility to receive financial aid by meeting the active participation requirements of your online class.***

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. 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.

Please note: In lieu of an Incomplete, Rio Salado online students may request an extension because of illness or other extenuating circumstances, if they have been doing acceptable work. The instructor will define the requirements and timeliness to complete the course. Instructors are not obligated to give extensions.

3. Repeating a Course/Improving a Grade

Students who wish to improve their GPA may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt. (A "W" 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, the student must submit a request for the lower-graded course to be excluded from the GPA. The request can be submitted to the Admissions and Records Office at any of the Maricopa Community Colleges that the student attended.

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. An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community Colleges District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the college registrar and displays the college seal of the Maricopa College issuing the official 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".

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 7th 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 day and begin with the first day of class.						

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 2.0:

Students on academic probation may take no more than twelve (12) credit hours per semester unless approved by the Admissions and Standards Committee.2.9

2. Continued Probation

A student on academic probation who fails to raise the cumulative grade point average 2.0 will be placed on continued probation and may be limited to taking six (6) credit hours. Academic probation and continued probation are calculated at the conclusion of every term including summer.

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. 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.
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).

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). A grade of W (withdrawn passing, not computed in GPA) or a grade of Y (withdrawn failing, 0 grade points per credit hour) may be assigned in accordance with the course syllabus. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code. Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. Any impact on attendance that is protected by the exercise of students' rights under ADA/504, Title IX, Title VI, or other recognized law or policy do not count as unexcused absences for the purposes of instructor-initiated withdrawals for lack of attendance/participation. Requests for withdrawals should be referred directly to the College of Enrollment.

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

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.

College Environment

2.4.4 Sexual Harassment Policy for 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 or physical conduct or communications constituting Sexual Harassment as 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.
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;
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.

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:

https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators

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.

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.

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.
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.

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.

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.

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

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.

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

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 and to proceed under formal resolution procedures.

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.

A complaint may be submitted by the student 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 Associate 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 students 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 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 investigator's 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.

Interim Measures

If a student alleges discrimination based upon 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.

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

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.

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 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.

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.

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 college grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of College 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.

2.4.15 Campus Sex Crimes Prevention Act

Federal legislation requires that the MCCCD establish notification procedures concerning the presence of registered sex offenders enrolled either as students or those working for the institution. The Registered Sex Offender Notification Procedure is outlined in Appendix item S-18.

Appendix Item S-18: Maricopa County Community College District Registered Sex Offender Notification Procedure

The Campus Sex Crime Prevention Act (CSCPA), (section 1601 of Public Law 106-386), is a Federal Law enacted on October 28, 2000. In compliance with this law, the Maricopa County Community College District (MCCCD) will work in collaboration with the Sheriff's Department to identify convicted registered sex offenders enrolled as students at one of MCCCD's colleges or working at the District office or at any of the MCCCD colleges (in paid or unpaid positions).

General Information

I. In accordance with the CSCPA, the MCCCD will provide on its Sex Offender Information Website, found Sex Offender Information and Notification website, a link to the Arizona Sex Offender Registry website and instructions on how to access it.

II. Arizona Revised Statutes require persons convicted of any of the following 21 different offenses to register as sex offenders: 1) unlawful imprisonment if the victim is under 18 years of age; 2) kidnapping if the victim is under 18 years of age; 3) sexual abuse if the victim is under 18 years of age; 4) sexual conduct with a minor; 5) sexual assault; 6) sexual assault of a spouse; 7) molestation of a child; 8) continuous sexual abuse of a child; 9) taking a child for the purpose of prostitution; 10) child prostitution; 11) commercial sexual exploitation of a minor; 12) sexual exploitation of a minor; 13) luring a minor for sexual exploitation; 14) aggravated luring a minor for sexual exploitation; 15) unlawful age misrepresentation for the purpose of committing a sexual offense 16) sex trafficking of a minor; 17) a second or subsequent violation of indecent exposure to a person under 15 years of age; 18) a second or subsequent violation of public sexual indecency to a minor under the age of 15; 19) a third or subsequent violation of indecent exposure; 20) a third or subsequent violation of public sexual indecency; and 21) violations relating to the failure to register as a sex offender. (See, A.R.S. §13-3821).

III. The Arizona Department of Public Safety classifies sex offenders according to levels. The levels consist of Level 1: Low risk to the community, Level 2: Intermediate risk to the community, and Level 3: High risk to the community.

IV. By law, Registered Sex Offenders (RSO) are required to contact the Maricopa County Sheriff's office or local police agency when they enroll in or are employed at a college—in either paid or unpaid status. (A.R.S. § 13- 3821).

a. Level Two and Level Three Offender's Obligation to Notify the College:

Students

i. Current Students who are enrolled and receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of enrollment must notify the Campus Public Safety Officer within five (5) business days of the start of the semester. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The Campus safety officer will schedule a meeting with the Dean of Students (or designee) and the Registered Sex Offender student to take place within ten (10) days of the notification to Public Safety.

1. Failure to comply with this procedure may lead to discipline under the Student Code of Conduct as well as possible criminal penalty as outlined in Arizona state law.

ii. Potential Students who have been designated as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they intend to enroll at a College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of classes. The meeting shall include the RSO, the Dean of Students (or designee), and the Campus Public Safety Officer.)

1. A person who is classified as a Level Two or Three sex offender has been admitted to MCCCD and who has failed to timely to register pursuant to these procedures may be subject to discipline under the Student Code of Conduct as well as possible criminal penalties as outlined in Arizona state law.

Employees

iii. Current Employees who receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of employment must immediately notify the Campus Public Safety Officer. The campus public safety officer will arrange meeting with the Human Resources Manager (or designee) at the individual campus and the Registered Sex Offender employee. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The meeting with the college human resources manager and the Campus Public Safety Officer must take place within ten (10) days of the original notification to Public Safety.

iv. Potential Employees who have been classified as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they are offered employment at the College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of employment. The meeting shall include the RSO, the college human resources manager and the Campus Public Safety Officer (or their designees).

V. College Officials' Meeting With Level 2 or Level 3 Sex Offender:

a. After notification that a student or employee has been classified as a Level Two or Three Sex Offender, MCCCD Public Safety will collect information from the RSO student or employee, probation/parole officer, Sheriff's Office, and/or arresting agency regarding the type of crime, conditions for probation, and/or level of risk.

b. For Students: MCCCD Public Safety will notify the Dean of Student Affairs (or designee) when a RSO has enrolled or expressed a desire to enroll at a MCCCD college. A representative from the Student Affairs office shall participate in the required meeting with the RSO.

i. An RSO identification must be placed in the Advocate online system. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

c. For Employees: MCCCD Public Safety will notify District and college Human Resources (or designee) when an RSO has registered due to being offered employment with the MCCCD or is a current employee who has been classified as a Level Two or Three Sex Offender. A representative from District and the identified college's Human Resources department shall participate in the required meeting with the RSO.

i. An RSO identification must be placed in the employee's personnel file. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

d. At the meeting referred to above, the student or employee who is classified as a Level Two or Three sex offender will be advised of the following information:

i. The College's knowledge of his/her final classification.

ii. The College's obligation to provide public access to Level 2 & 3 sex offender information through its Department of Public Safety.

iii. Any restrictions that will be imposed on the sex offender—based on any Court restrictions, restraining orders, or orders of protection that may be in place—and the duration of such restrictions.

iv. If the offender is classified at Level 3, he/she is further informed of:

1. The College's policy of posting notice at each college campus within two (2) days of receipt of the RSO's information, regardless of when the meeting occurs.

2. The Level 3 RSO will receive a copy of the community notification the College intends to post.

3. The functional areas of the College which will be provided with the public notification that will be posted.

v. At any time, the Department of Public Safety can communicate with the offender's parole/probation officer.

VI. **FERPA**: The CSCPA further amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the Act can prohibit an educational institution from disclosing information provided to the institution concerning the presence of registered sex offenders.

VII. **Annual and Off-Cycle Reviews**: Public Safety and the Student Affairs Dean (or designee) or Human Resources representative, depending on the status of the RSO, shall meet on an annual basis to review the conditions of enrollment, employment, and campus engagement. Additional, off cycle, reviews should be conducted when an RSO student or employee transfers within MCCCD or new information about criminal conduct has been received. District imposed conditions may be removed, added, or altered based on changes in enrollment location(s), legal case status, new criminal activity, and/or disciplinary standing. Both Public Safety and Dean of Students or Human Resources professionals, for students and employees, respectively, shall maintain documentation regarding all initial, annual, and off-cycle meetings and reviews.

VIII. **Failure to Notify Campus Administration**: Failure to notify campus administration, as outlined in this procedure, of one's status as a RSO may lead to discipline up to and including removal from classes and/or suspension from participation in academic or extra-curricular programs, termination from employment as well as possible criminal penalty as outlined in Arizona state law.

IX. **Campus And Community Notification of RSO Status**: Pursuant to Arizona law, the MCCCD shall make campus notifications of RSO status, as follows:

a. For level two and level three offenders, the MCCCD Public Safety Office, in conjunction with the Public Safety office at each college will coordinate with the local law enforcement agency responsible for the individual community notifications to ensure the sex offender notification is provided to the individual campus community.

b. The Sex Offender Information and Notification website will host the notification of RSO's employed by or attending a MCCCD college, including employment with the District office.

c. For Colleges with facilities off-site from the main campuses that receive a registered sex offender community notification flyer from a local law enforcement agency, building managers are advised to post the flyer the building's common area easily accessed by students, staff, and faculty for a at least thirty (30) days. Specific information and instructions related to the community notification will be contained in the flyer and such instructions should be followed.

d. Any criminal activity involving a registered sex offender should be reported to police.

X. **Administrative Oversight:**

a. Students: A campus administrator has the right to, at her or his discretion, require currently enrolled RSOs to attend regular meetings. The meetings will serve as a way to monitor compliance with conditions for enrollment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.

b. Employees: A supervisor, in conjunction with a Human Resources representative, at her or his discretion, may require currently employed RSOs to attend regular meetings. The meetings will serve as a way to monitor compliance with conditions for employment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.

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

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.

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.

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."

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.

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.
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.*

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 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.
7. Hazing activities and situations include, but are not limited to, the following:
   A. Pre-pledging, illegal pledging or underground activities.
   B. Acts of mental 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.

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 MCCCD 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. 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.

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.

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: **AS-6 Notice of Intent to Serve Beer and Wine Form** . 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 **AS-7 Request to Serve Beer and Wine — Third Party Form**. 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;

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.

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.

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.*

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.

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.

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 area(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.

iv. A diagnostic summary or statement with the following information:

1. DSM V Classification.
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 V Classification

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

i. Depression and/or bipolar disorder

ii. Generalized anxiety disorders

iii. Post traumatic stress disorder

iv. Psychotic disorders

v. Autism spectrum disorder

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 V Classification.

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 nervous system, including but not limited to:

i. Acquired Brain Injury/Traumatic Brain Injury

ii. Epilepsy/Seizure Disorder

iii. Stroke

B. Diagnostic Report

Written statement 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

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.
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.

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.

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.
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. 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.

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.

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:

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. 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.

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.

   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. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used only for treatment of a student or made available only to those persons providing treatment.

v. 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.

4. Annual Notification (See also FERPA explanation)

Students will be notified of their rights annually by electronic mail in a FERPA annual notification. Students rights may also be provided via the following means: FERPA annual notification placement on the college website, publication in the college catalog and/or the student handbook:.

Individuals requesting admission or enrollment at any of the Maricopa County 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 MCCCD offers.

5. 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. (FERPA defines an "eligible student" as a student who has reached 18 years of age or is attending a postsecondary institution at any age). 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.***

1. Students should submit to the Admissions & Records office/Enrollment Services written requests that identify the record(s) they wish to inspect. The form to do so may be found at **https://district.maricopa.edu/consumer-information/family-educational-rights-privacy-act-ferpa** 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.
2. There may be occasions when a record may not be copied, especially if doing so may compromise another student or faculty member's privacy. The college or district may deny access to the following records:
   A. Parents' financial statements;
   B. Letters of recommendation, if the student has waived his or her right of access;
   C. Records filed before January 1, 1975; or
   D. Records not included in the FERPA definition of educational records.
3. The Maricopa County Community College District and its associated colleges reserve the right to deny copies of records, including transcripts, in any of the following situations:
   A. The student has an unpaid financial obligation to the college or district;
   B. There is an unresolved disciplinary action against the student; or
   C. The educational record requested is an exam or set of standardized test questions.

B. ***The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.***

1. 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.
2. A proper request to correct a student education record must:
   A. Be written to the college registrar;
   B. Clearly identify the part of the record they want to be changed; and
   C. Specify why the record is inaccurate or misleading.
3. Any written request which does not include the required information will not be considered. The requestor will be notified in writing that their request was not properly submitted and they will receive directions on how to resubmit it.
4. 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.***

1. With the exception of directory information and the various FERPA authorized disclosures without consent, the Maricopa County Community College District or its associated colleges must receive written consent from students before disclosing any personally identifiable information from educational records. The FERPA release of information consent may be found at **https://district.maricopa.edu/consumer-information/family-educational-rights-privacy-act-ferpa**.

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:

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))

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: S-8 Non-Instructional Complaint Resolution

https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-8

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

E. ***2012 FERPA Amendment:*** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including social security number, grades, or other private information—may be accessed without student consent. For more information on this amendment, please see: FERPA

https://district.maricopa.edu/consumer-information/family-educational-rights-privacy-act-ferpa

F. ***Student Directory Information***

1. A Maricopa County 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 Admissions & Records Office/Enrollment Services.
    A. Students should consider very carefully the consequences of a decision to withhold directory information. A privacy block will call for the college or district to not release this directory information. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.
2. Students may request their college to withhold the sharing of directory information by filing out a request to withhold directory information form and submitting that form to the college Admission & Records Office/Enrollment Services.
3. Directory information is considered public information. At any Maricopa County Community College, directory information is defined as a student's:
    A. Name
    B. Address
    C. Phone number
    D. MCCCD email address
    E. Photograph/electronic image
    F. Place of birth
    G. Major field of study

H. Current enrollment status

I. Participation in officially recognized activities

J. Dates of attendance

K. Degrees awarded

L. Awards and academic honors received/Dean's List selection

M. Previous institutions attended

N. Program and promotional materials on participants in various sports and similar public activities, including weight and height of athletic team members.

G. ***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.

Release Of Directory (Public) Information

At its discretion, the college or district may provide directory information in accordance with the provisions of FERPA. Types of information considered as directory information are listed below. Additional information may be found at: **district.maricopa.edu** under consumer information.

Directory (Public) Information At Maricopa County Community College District And Its Associated Colleges

Name

Address

Phone number

MCCCD email address

Photographs

Electronic images

Date and place of birth

Major fields of study

Current enrollment status

Participation in officially recognized activities

Dates of attendance

Degrees

Awards and academic honors received

Dean's list selection

Previous institutions attended

Program and promotional materials on participants in various sports and similar public activities, including weights and heights of athletic team members

Directory information is considered public information.

Privacy of Directory (Public) Information

Blocking the Release of Directory (Public) Information

By default, a college or district may release a student's directory information. Students may prohibit (or block) the public disclosure of directory information by completing a privacy block form:

https://district.maricopa.edu/sites/g/files/vmcrws416/files/documents/doc/consumer_information/withhold-directory-listing.docx

Students should consider very carefully the consequences of a decision to withhold directory information. A privacy block will call for the college or district to not release this directory information. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

Although the college or district will honor a student's request to withhold directory information, it cannot assume responsibility to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, the college or district assumes no liability as a result of honoring a student's instructions to withhold such information.

Additional Information:

- If a student blocks directory information, it still may be inspected by those MCCCD officials authorized by law to inspect education records without consent.
- If a student chooses to block directory information, it cannot be released to friends, family, prospective employers, the news media, advisors, student activities, and honors societies.
- Some reasons for considering a privacy block on directory information include harassment or the advice of a legal or medical professional.
- If a student wishes to keep public data private but release information so it can be published in commencement programs and honors lists, contact the Office of Admissions & Records/Enrollment Services at the appropriate college(s).

If a student wishes to remove the privacy block, he or she must rescind the previous block. The college and district cannot assume responsibility to contact students for subsequent permission to release this information. It is the sole responsibility of the student to initiate the release of blocked information.

Using Social Security Numbers

Due to identity theft concerns and privacy issues, students will no longer be asked to provide a social security number as a personal identifier. Instead, students will be assigned a Student ID Number upon enrollment that can be used to access education records, as needed.

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.

- 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.

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 student affairs.
3. Selected student must undergo a special training program directed by the chief of security and approved by the vice president of student 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

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 Governance

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, the Maricopa Community Colleges Governing Board Policies and the Chancellor's 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.

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.

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.

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.

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://ep.maricopa.edu/in/SitePages/Home.aspx**.

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.

2.8.3 Technology Accessibility

The Maricopa Community College District is committed to ensuring equal access to information, programs, services and activities through its technologies, Web pages, and resources both in the academic and work environments. This regulation establishes that Electronic and Information Technology (EIT) that are used to conduct the business of the Maricopa Community Colleges shall adhere to established accessibility standards and guidelines.

Campus Security Policy and Campus Crime Statistics Act

Maricopa County Community Colleges District complies with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Rio Salado Community College Annual Campus Safety and Crime Report can be reviewed on the Rio Salado College Website **http://www.riosalado.edu/Pages/default.aspx**, by visiting the College Public Safety Page **http://www.riosalado.edu/publicsafety/Pages/default.aspx**. The **2018** report is available at: **http://www.riosalado.edu/about/news-resources/Documents/2017_RIO_Clery_Report.pdf**.



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.

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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.aztransfer.com/sun/** for more information.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 or Division.

ACC115 **2 Credits**

Computerized Accounting

Mastery of a microcomputer accounting system including the general ledger, accounts receivable, accounts payable, and payroll. Prerequisites: A grade of C or better in 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 or Division).

ACC216 **3 Credits**

Fraud Examination

Fundamental theory of fraud examination methodology to detect and prevent accounting fraud. A grade of C or better in (ACC230 or ACC112 or ACC211) or permission of Department or Division.

ACC219 **3 Credits**

Intermediate Accounting I

Theory and practice applicable to determination of asset values, liabilities, and related problems of income determination. ACC212 or ACC240 with a grade of C or better or permission of Department or Division.

ACC221 **3 Credits**

Tax Accounting

Preparation of and accounting procedures for individuals; introduction to partnerships and corporate tax structures. Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or 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: A grade of "C" or better in (ACC111 or ACC211) or [(ENG101 or ENG107) and MAT151 and CRE101] or (appropriate test scores on the District English, Reading, and Math placement exams).

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: A grade of C or better in 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. Record keeping/documentation skills emphasized. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

ASD285LL **1 Credit**

Gambling Addiction Seminar

A brief review of gambling addiction issues. Emphasis on current research, intervention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285LL may be repeated for a total of four (4) credit hours.

ASD285NN **1 Credit**

Eating Disorders Seminar

An overview of issues associated with eating disorders. Emphasis on current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285NN may be repeated for a total of four (4) credit hours.

** Courses offered through an Educational Partnership and Customized Training program only.*

ASD285OO **1 Credit**

Eating Disorders: Special Considerations and Populations Seminar

A review of issues associated with eating disorders within diverse populations. Emphasis on multicultural populations, current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285OO may be repeated for a total of four (4) credit hours.

ASD285PP **1 Credit**

Eating Disorders: Conceptualization and Treatment Seminar

A review of issues associated with eating disorders. Emphasis on current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285PP may be repeated for a total of four (4) credit hours.

ASD285QQ **1 Credit**

Behavioral Addictions Seminar

A review of issues associated with behavioral addictions. Emphasis on current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285QQ may be repeated for a total of four (4) credit hours.

ASD285RR **1 Credit**

Behavioral Addictions Seminar: Internet-Related Addictions

A review of issues associated with internet-based behavioral addictions. Emphasis on diagnostic descriptions and considerations for internet-based addictions including current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285RR may be repeated for a total of four (4) credit hours.

ASD285SS **1 Credit**

Marijuana Addiction Seminar

An overview of issues associated with marijuana addiction. Emphasis on current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285SS may be repeated for a total of four (4) credit hours.

ASD285TT **1 Credit**

Opioid Addiction Seminar

An overview of issues associated with opioid addiction. Emphasis on current research, intervention, prevention, and treatments in the field. Also includes community resources information. Prerequisites: None. Course Notes: ASD285TT may be repeated for a total of four (4) credit hours.

ASD295 **3 Credits**

Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing/Certification Exams

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.

Administration of Justice Studies (AJS)

AJS100 **2 Credits**

Police Academy Preparation

Preparation for individuals entering a police academy as well for those who are in the beginning stages of preparing for a career in law enforcement. Includes principles of policing and job responsibilities. Covers expectations of recruits in the areas of academics, physical fitness, mental and emotional preparation. Emphasis on professional and ethical behavior. Prerequisites: None.

AJS101 SUN# AJS1101 **3 Credits**

Introduction to Criminal Justice

An introduction to crime and society`s responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole departments, and community corrections agencies. Covers the history of the criminal justice system, terminology and career opportunities. Prerequisites: None.

AJS107 **3 Credits**

Patrol Procedures

Specialized areas of the patrol function, including responding to crowds, riots, bomb threats, intoxication, hazardous materials, fires, and domestic disputes. Partially fulfills Arizona POST (Peace Officer Standards and Training) requirements for proficiency skills academy attendance. Prerequisites: None.

AJS109 **3 Credits**

Substantive Criminal Law

Covers philosophy of legal sanctions and historical development from the common law to modern American criminal law, classifications of crimes, elements of and parties to crimes, general definition of crimes, common defenses utilized. Includes specific offenses and the essential elements of each offense. Required in AJS curriculum. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

AJS110 **3 Credits**

Law and Legal Review I

In-depth study of the Arizona laws governing arrest by peace officers, as well as, an intensive study of the Arizona substantive criminal law code (ARS Title 13). Focuses on specific sections of ARS Title 4 and ARS Title 8, as they apply to peace officers in Arizona. Partially fulfills the Arizona POST (Peace Officer Standard and Training) Board requirements for Proficiency Skills Academy attendance. Prerequisites: None.

AJS113 **3 Credits**

Criminal Justice Crime Control Policies and Practices

Focus on changing the distribution of crime opportunities rather than offender motivation. Topics include application of situational crime prevention strategies, problem-oriented crime control approaches, hot spots policing, defensible space, and crime prevention through defensible space. Prerequisites: None.

AJS123 **3 Credits**

Ethics and the Administration of Justice

Introduces and explores ethical issues and the justice system. Focuses on ethics and the law, the police, courts and corrections. Reviews ethical theory, concepts and practices as they relate to administration of justice. Explores issues of how media/social media shape ethics. Encourages critical thinking and value decision making in criminal justice system situations. Prerequisites: None.

AJS139 **3 Credits**

Emergency Response to Terrorism

Fundamentals of emergency response to suspected terrorist events. Historical perspective of terrorist activities and methods by which responders can identify and protect themselves and the public from these threats. Coordination of responding agencies. Prerequisites: None.

AJS148 **3 Credits**

Fundamentals of Emergency Management

Emergency management systems including career opportunities, function, tasks and responsibilities of the emergency management program manager, role of the emergency manager in mitigation, preparedness, response, and recovery. Past civil defense and current emergency management systems since evolution from World War II. Prerequisites: None.

AJS192 **3 Credits**

Serial Killers and Mass Murderers

The study of serial killers, mass murderers and their victims. Examines the history and frequency of these crimes, profiles the killers and their victims, explores theories of causation, and discusses the problems and techniques of investigation, prosecution, punishment, and prevention. Prerequisites: None.

AJS195 **3 Credits**

International and Domestic Terrorism

An overview of the history, structure, goals, and activities of domestic and international terrorist groups. Explores theories explaining terrorism and reviews methods used to combat it. Prerequisites: None.

AJS200 **3 Credits**

Current Issues in Criminal Justice

Examines current issues, techniques and trends in the Criminal Justice System. Prerequisites: None.

AJS201 **3 Credits**

Rules of Evidence

A practical insight into the rules of evidence to include how to recognize evidence: the general rules governing admissibility of evidence; the hearsay rule and its exceptions; the use of documentary evidence, written memoranda, photographs, recordings and electronic surveillance; corpus delicti; opinion evidence, circumstantial evidence, evidential privileges. Prerequisites: None.

AJS205 **3 Credits**

Effective Communication and Report Writing in Criminal Justice

Overview of effective communication for criminal justice agencies. Covers the communication process and flow. Written communication emphasized with report writing, including characteristics of reports and field notes, and the importance and uses of each. Form, style, and procedures for writing various reports, including elements of composition, required substance, proper and improper conclusions, and descriptions of persons and property. Prerequisites: None.

AJS210 **3 Credits**

Constitutional Law

An examination of the U.S. Constitution as it relates to the law enforcement function. Includes statutory law and judicial decisions governing the areas of arrest, search and seizure, interrogations and confessions, self-incrimination and other constitutional guarantees. Required in AJS curriculum. Prerequisites: None.

AJS212 **3 Credits**

Juvenile Justice Procedures

Examines the history and development of juvenile justice theories, procedures, and institutions. Prerequisites: None.

AJS216* **3 Credits**

Criminalistics: Biological Evidence

The scientific analysis and examination of biological evidence with emphasis on collection and preservation of evidence. Topics discussed include blood, drugs, blood alcohol, hairs and fibers, and topics of special interest in criminalistics. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

AJS225 **3 Credits**

Criminology

Study of deviance, society`s role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum. Prerequisites: None.

AJS230 **3 Credits**

The Police Function

Theories of procedures and methods of operations of public police with emphasis on discretionary powers available to the working police officer. Career opportunities and current trends in law enforcement presented. Prerequisites: None.

AJS240 **3 Credits**

The Correction Function

Examines the history and development of correctional theories and institutions. Prerequisites: None.

AJS255 **3 Credits**

Crime, Law, and Mental Health

An interdisciplinary course that draws from the fields of psychology, sociology, criminology, and law. Covers the distinct and interfacing roles of mental health professionals and the legal justice system when dealing with a mentally ill criminal offender. Other topics covered include mental health issues within communities, role of clinical assessment, civil and criminal commitment, civil competencies, confidentiality of clinicians, rights and refusal to treatment, and informed consent. Prerequisites: None.

AJS258 **3 Credits**

Victimology and Crisis Management

Victimology, the criminal justice system, techniques of crisis intervention, and the importance of a multicultural and global perspective. Includes sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, effective coping skills, appropriate community resources and the responsiveness of the justice system. Prerequisites: None.

AJS260 **3 Credits**

Procedural Criminal Law

Concerned with the understanding of procedural criminal law. Examines the rationale underlying major court holdings, the procedural requirements that stem from these holdings, and their effect on the daily operations of the criminal justice system. Prerequisites: None.

AJS270 **3 Credits**

Community Relations

Examination, recognition and understanding of community problems; community action programs; methods of coping with human behavior, victimology, conflict and communication; ethnic and minority cultures and environments; the community and relationships with the criminal justice system. Prerequisites: None.

AJS275 **3 Credits**

Criminal Investigation I

Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, and basic investigative techniques. Prerequisites: None.

AJS290BN* **1 Credit**

Courtroom Testimony Seminar

Courtroom demeanor and protocol. Role and primary functions of witness and legal counsels. 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.

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: A grade of C or better in ART100 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in ADA/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.

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.

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.

Airline Operations (AIR)

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.

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.

Anthropology (ASB)

ASB102 **3 Credits**

Introduction to Cultural Anthropology

Principles of cultural 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.*

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in 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. Sub-flooring, 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 a grade of C or better in ABA120) or permission of the apprenticeship coordinator.

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 panel boards, 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

ABA179* **3 Credits**

Installing and Sizing Water Supply Piping

Connecting piping to a water main. Plumbing connections to buildings and air and hydrostatic testing of water supply piping. Operation and installation of water heaters. Types, operation and installation of water meters. Installation of water supply systems to given structures. Effects of valves, fittings and piping on water pressure. Calculations of pressure drop and sizing procedures for water supply piping. Principles of back siphonage and backflow prevention. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator

ABA192* **3 Credits**

Plumbing Level I

History of plumbing, modern plumbing, safety, human relations, and construction career opportunities. Hand and power tool safety, use, and maintenance. Plumbing drawings, components, and symbols. Materials, schedules for plastic, copper, and cast-iron. Fittings, valves, hangers, and supports. Measuring, cutting, reaming, and joining pipe. Safety precautions for installation, operation and maintenance. Fixtures and faucets. Drain, waste, and vent systems. Water distribution systems. Prerequisites: None.

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. Course Notes: Camera required.

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. Course Notes: Digital camera required.

ART151* **3 Credits**

Sculpture I

Exploration of sculptural form and expression in clay, plaster, stone, wood and metal. Prerequisites: A grade of C or better in ART115 or Corequisites: 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.

ART184* **3 Credits**

Computer Animation

The art of animation (animated sequences, special effects, titles, etc.) using the computer. Construction characters, background graphics, color, scaling, storyboard, cells, timing, editing, and surface rendering. Screening and discussion of selected animated short films and videos. Prerequisites: A grade of C or better in ART100 or ART111 or ART116 or permission of Instructor.

Art Humanities (ARH)

ARH100 **3 Credits**

Introduction to Art

Understanding and enjoyment of art and visual culture through study of two-dimensional and three-dimensional works of art, design elements, media and processes, and cultural contexts. 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.

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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.

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 a grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 a grade of C or better in ABC/MEC/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.

ABC256* **4 Credits**

Basic Plumbing

Plumbing fixtures, drainage fixture unit ratings, and installation procedures. Includes procedures for installing fixtures, water heaters, shower and bath units, and dishwashers. Safety stressed. Prerequisites: None.

Astronomy (AST)

AST101 **4 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: A grade of C or better in AST101 and permission of Instructor or Department or Division. Course Notes: AST102 is a legacy course intended for those students who have previously completed the corresponding lecture course. Current MCCCD students should enroll in AST101 only.

Automotive Service (ASE)

ASE101* **2 Credits**

Introduction to Automotive

Introduction to the standards of the automotive industry. Includes an overview of the major automotive systems, safety practices, workplace habits, tools and equipment. Prerequisites: None.

ASE141* **2 Credits**

Steering, Suspension and Pre-Alignment

Principles and operation of automotive suspension and steering systems. Prerequisites: None.

ASE141AU* **2 Credits**

Steering, Suspension and Pre-Alignment

Principles and operation of automotive suspension and steering systems. Prerequisites: None.

ASE151* **2 Credits**

Introduction to Brake Systems

Fundamentals and operation of automotive braking systems. Includes training in service, testing, and repair of basic brake and brake-related components. Prerequisites: None.

ASE151AU* **2 Credits**

Introduction to Brake Systems

Fundamentals and operation of automotive braking systems. Includes training in service, testing, and repair of basic brake and brake-related components. Prerequisites: None.

ASE161* **2 Credits**

Basic Automotive Electrical/Electronics

Basic principles of automotive electricity and electrical systems. Prerequisites: None.

ASE161AU* **2 Credits**

Basic Automotive Electrical/Electronics

Basic principles of automotive electricity and electrical systems. Prerequisites: None.

ASE162* **2 Credits**

Automotive Battery, Starting and Charging Systems

Principles of operation, testing and diagnosis of automotive battery, starting and charging systems. Prerequisites: A grade of C or better in ASE161, or permission of Instructor.

ASE162AU* **2 Credits**

Automotive Battery, Starting and Charging Systems

Principles of operation, testing and diagnosis of automotive battery, starting and charging systems. Prerequisites: A grade of C or better in ASE161, or permission of Instructor.

ASE181* **2 Credits**

Introduction to Engine Performance

Introductory course in automotive engine performance. Introduces the construction and operating principles of automotive internal combustion engines, fuel systems, ignition systems, and the related lubrication and cooling systems. Prerequisites: None.

ASE181AU* **2 Credits**

Introduction to Engine Performance

Introductory course in automotive engine performance. Introduces the construction and operating principles of automotive internal combustion engines, fuel systems, ignition systems, and the related lubrication and cooling systems. Prerequisites: None.

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Behavioral Health Services Technology (BHS)

BHS205 **3 Credits**

Therapeutic Models and Interventions

Introduction to the major evidence-based therapeutic models and interventions in social and behavioral sciences. Defines the key concepts, techniques and procedures of each theoretical model. Prerequisites: None.

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.

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: A grade of C or better in RDG100 or higher or eligibility for CRE101. One year of high school or one-semester of college level chemistry is strongly recommended.

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.

BIO181 **4 Credits**

General Biology (Majors) I

The study and principles of structure and function of organisms at the molecular and cellular levels. A detailed exploration of the chemistry of life, the cell, and genetics. Prerequisites: A grade of C or better in RDG100 or higher or eligibility for CRE101. One year of high school or one semester of college-level biology and chemistry is strongly recommended.

BIO201 SUNY 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 RDG100 or higher or eligibility for CRE101. CHM130 or higher or one year of high school chemistry suggested but not required.

BIO202 SUNY 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 or BIO201XT.

BIO205 SUNY 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 RDG100 or higher or eligibility for CRE101. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

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 intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

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. Prerequisites: None. Course Notes: Completion of CHM107LL required to meet the Natural Science requirement.

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 (MAT103AA and MAT103AB) or higher level mathematics course or satisfactory score on math placement exam] and [RDG100 or higher or eligibility for CRE101 as indicated by appropriate reading placement test score], or permission of the Instructor, or Department or Division Chair.

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 MAT090 or MAT091 or MAT092 or (MAT103AA and MAT103AB) or higher or satisfactory score on math placement exam], or one year of high school chemistry taken within the last five years with a grade of C or better, or permission of the Instructor, or Department or Division Chair.

CHM138LL **1 Credit**

Chemistry for Allied Health Laboratory

Laboratory experience in support of CHM138, Chemistry for Allied Health. Prerequisites: None. Corequisites: CHM138.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory score on placement exam), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of all prerequisites within the last two years is recommended. 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: A grade of C or better in CHM150 or CHM151 or Corequisites: 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: SUN# 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, or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended. 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: A grade of C or better in CHM152 or Corequisites: CHM152. Course Notes: Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

CHM152 & CHM152LL are: SUN# CHM1152

CHM230 **3 Credits**

General Chemistry II

Chemistry of representative groups of organic compounds, emphasizing biological applications. Prerequisites: A grade of C or better in (CHM130 and CHM130LL) or (CHM150 or CHM151 and CHM151LL), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended. CHM230 course content is designed to meet the needs of students in such areas as agriculture, home economics, nursing, pre-physician assistant, and physical education among others.

CHM230LL **1 Credit**

Fundamental Organic Chemistry Laboratory

Laboratory experience in support of CHM230. Prerequisites: A grade of C or better in CHM130LL or CHM151LL or equivalent or Corequisites: CHM230.

CHM230 & CHM230LL are: SUN# CHM2230

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.

CFS112 **3 Credits**

Personal Growth and Family Relations

Personal development as related to the individual, the family, and their relations. Emphasis on interpersonal family relationships. Skills and techniques to facilitate and strengthen the individual and family relationships. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

CFS157 **3 Credits**

Marriage and Family Life

Study of marriage and the family as a social system, including models of family analysis, intrapersonal 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.

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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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: A grade of C or better in 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.

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: A grade of C or better in CFS176ECH176 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.

Communication (COM)

COM100 SUN# COM1100 **3 Credits**

Introduction to Human Communication

Introduces the theory and practice of human communication. Surveys communication topics related to interpersonal, small group, and public communication. Prerequisites: None.

COM110 SUN# COM1110 **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: A grade of C or better in ENG101 or ENG107 or equivalent.

** Courses offered through an Educational Partnership and Customized Training program only.*

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, organizational, intercultural, group, and public communication in business and professional organizations. Emphasis on oral communication and the effective use of technology and new media. Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent.

COM263 **3 Credits**

Elements of Intercultural Communication

Diverse cultural contexts are explored through basic concepts, principles, and theories of intercultural communication. Discovering effective interaction and appropriate communication in a global community is emphasized. Prerequisites: None.

Community Dental Health (CDH)

CDH105 **3 Credits**

Community Oral Health Project Planning

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.

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, CIS, CSC)

BPC103AK* **0.5 Credit**

Using Word: Level I

Use of Word to create, manipulate and print documents on a microcomputer. Prerequisites: None.

BPC104AD* **0.5 Credit**

Using Excel: Level I

Use of Excel to create, edit, save and print worksheets. 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.*

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: A grade of C or better in BPC/OAS111AA or permission of Instructor.

BPC170 **3 Credits**

A+ Exam Prep: Computer Hardware Configuration and Support

Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis placed on hardware installation, maintenance, mobile devices, and hardware troubleshooting. Helps prepare students for the CompTIA A+ examinations. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

BPC270 **3 Credits**

A+ Exam Prep: Operating System Configuration and Support

Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on OS installation, maintenance, mobile devices, security, software troubleshooting, and on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

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.

CIS105 SUN# 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. Course Notes: CIS114DE may be repeated for a total of nine (9) credit hours.

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. CIS117DM may be repeated for a total of nine (9) credit hours.

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: A grade of C or better in CIS118AB. Course Notes: CIS118BB may be repeated for a total of three (3) credit hours.

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: A grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

CIS120DC **3 Credits**

Adobe Animate: Digital Animation

Focuses on entry-level skill expectations for digital animation using Adobe Animate. Covers basic animation techniques used in the creation, manipulation, and editing of animation graphics. Helps students prepare for the Adobe certifications related to Adobe Animate. 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.

CIS120DK* **3 Credits**

Introduction to Digital Video Editing

Introduction to digital video editing comprises of a foundation for video import, export, and editing functions. Includes parts and function of a video camera, preproduction and production, incorporating photographs, titles, graphics, animation and audio, capturing, editing, rendering and outputting digital video. Prerequisites: None

CIS120DL* **3 Credits**

Digital Video Compositing: After Effects

Includes creating visual effects for video projects. Techniques and methodologies used to create shots for big budget special effects will be explored. Topics such as color and light matching, keying, motion tracking, rotoscoping and working with film will be discussed. Prerequisites: A grade of C or better in CIS120DA or CIS120DK, or permission of Instructor.

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.

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: A grade of C or better in CIS121AE or permission of Instructor.

CIS124AA **1 Credit**

Project Management Software: Level I

Utilization of project management software packages by managers 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: A grade of C or better in CIS124AA or permission of Instructor.

CIS126AA **1 Credit**

UNIX Operating System: Level I

Use of the UNIX operating system: system components, built-in commands, files and directories, editors, and UNIX Shell and command lines. Prerequisites: None.

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.

CIS133DA **3 Credits**

Internet/Web Development Level I

Overview of the Internet/World Wide Web (WWW) and its resources. Hands-on experience with various Internet/WWW resource discovery, information retrieval, and social media tools. Design and Development of multi-page websites using current Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS) standards. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: None.

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: A grade of C or better in CIS105 or permission of Instructor.

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: A grade of C or better in CIS105 or permission of Instructor.

CIS156 **3 Credits**

Python Programming: Level I

Use of the Python programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in CIS105 or permission of Instructor.

CIS165 **3 Credits**

Introduction to IOS Application Development

Introduction to iOS device programming utilizing the XCode application, and the programming languages Objective-C and/or Swift, utilizing various iOS frameworks. Understand iOS hardware and feature basics. Go through entire design process from concept to final product delivery. Prerequisites: A grade of C or better in CIS150++, or CIS159, or CIS162++, or CIS163AA, 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: A grade of C or better in 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: A grade of C or better in CIS159 or CIS162AD or permission of Instructor.

CIS165DC **3 Credits**

Xamarin/C# Cross-Platform Development

Develop cross-platform mobile apps for iOS, Android, and Windows devices using the Xamarin.Forms Platform and C#, utilizing the Visual Studio IDE. Focusing on Xamarin.Forms projects, the course includes PCL and SAP approaches to shared code, developing interfaces with XAML or in C# code, emulator testing, data binding, backgrounding, packaging for deployment. Coding techniques include Layouts and shared controls (views), MVVM pattern, LINQ, SQLite, and Dependency Injection for platform specific coding. Prerequisites: A grade of C or better in CIS162AD, or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

CIS190 **3 Credits**

Introduction to Networking

Overview of networks. Emphasis on the elements of a network, current issues and products, and use of a network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Helps prepare students for the CompTIA Network+ examination. Prerequisites: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in CIS117CM or CIS117DM.

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: A grade of C or better in CIS120DF, or permission of Instructor.

CIS220DK* **3 Credits**

Advanced Digital Video Production: Premiere

Includes an in-depth study of digital video editing using premiere, including preproduction, production and post production. Advanced techniques into a capstone project. Emphasis placed on enhanced workflow processes, integration of other applications into Premiere, multiple output formats, timesaving quick key setup and advanced production and editing tools. Prerequisites: A grade of C or better in CIS120DA, or CIS120DK, 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: A grade of C or better in 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: A grade of C or better in CIS132, or 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: A grade of C or better in CIS133CA or CIS133DA 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: A grade of C or better in 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: A grade of C or better in CIS159 or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in CIS163AA or permission of Instructor.

CIS270 **3 Credits**

Essentials of Network and Information Security

Threats to security of information systems; responsibilities and basic tools for information security, including commmunication security, infrastructure security, organizational security and basic cryptography. Introduction to the language of network security and hardware, software and firmware components of an information security system for local, metropolitan, enterprise, and wide area networks. Helps prepare participants for the Comptia Security+ exam and the GIAC Security Essentials Certificate (GSEC). Prerequisites: A grade of C or better in CNT150 or any MST150 course 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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in BPC/CIS133DA and (BPC/CIS120DB or BPC/CIS120DF or BPC/CIS138DA) or permission of Instructor.

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: A grade of C or better in MAT120 or MAT121 or MAT122.

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: A grade of C or better in CSC110, or permission of Instructor.

Construction (CNS)

CNS290AB* **2 Credits**

Construction Internship

Construction internship office/field experience with private/public agencies or citizen volunteer groups. One hundred and sixty (160) hours of designated work experience. Prerequisites: Permission of Department or Division. Course Notes: 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. Two hundred and forty (240) hours of designated work. Prerequisites: Permission of Department or Division. Course Notes: Standard grading available according to procedures outlined in college catalog.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

CPD104 **3 Credits**

Career and Personal Development

An overview of the holistic process of career/life planning through self-awareness and understanding of the world of work. Exploration and application of behavioral, social, and cultural factors leading to college, career, and personal success with emphasis on assessment, applied behavior management, motivation, self-care, and career development. Prerequisites: None.

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: A grade of C or better in ENG101, or ENG107, or permission of Instructor.

Covey (COV)

COV110* **2 Credits**

The Seven Habits of Highly Effective People

Development of interpersonal habits that are used by successful people in their personal and professional lives. Seven Habits of Highly Effective People. Video-based lecture course. Prerequisites: None.

COV112* **2 Credits**

Great Leaders, Great Teams, Great Results

Overview of foundational characteristics of great teams and organizations. Process oriented approach to creating strategies for inspiring trust and building credibility, defining a purpose, aligning systems of success, and unleashing talents of teams. Prerequisites: COV110.

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

Introduction to the basic aesthetics and techniques in contemporary creative writing within a variety of genres. Introduction to the analytical concepts and terminology necessary to understand, interpret, and enact contemporary creative writing. Facilitation of writing practices and evaluation. Introduction to literature`s role in society. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in CRW150 or permission of Instructor.

CRW204 **3 Credits**

Journaling

Studio course focusing on journal writing. Prerequisites: A grade of C or better in 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: A grade of C or better in 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 workshops. Prerequisites: A grade of C or better in CRW160 or permission of Instructor.

CRW261 **3 Credits**

Topics in Writing: Poetry

Analysis, writing, and revision of genre or element within poetry. Prerequisites: A grade of C or better in 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 workshops. Prerequisites: A grade of C or better in CRW170.

CRW271 **3 Credits**

Topics in Writing: Fiction

Analysis, writing, and revision of genre or element within fiction. Prerequisites: A grade of C or better in CRW150 or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in CRW272 or permission of Instructor.

CRW274 **3 Credits**

Revising the Novel

Studio course workshop format. Requires a complete novel finished, in manuscript, ready for revision and polishing. Prerequisites: A grade of C or better in 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: A grade of C or better in CRW150 or permission of Instructor.

CRW290 **3 Credits**

Intermediate Screenwriting

Drafting and revision of original screenplay; overview of marketing a screenplay. Prerequisites: A grade of C or better in 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: A grade of C or better in CRW150 or permission of Instructor.

Credit Services Industry (CSI)

CSI112* **2 Credits**

Introduction to U.S. Banking

Introduction to the United States banking industry. Covers bank organization, structure, and regulatory agencies in addition to a review of lenders, borrowers, and direct banking products. Also includes bank profitability, information-based and account-based regulations, and compliance with federal regulations. Prerequisites: None.

CSI113* **2 Credits**

Deposit Banking Accounts

Overview of customer accounts. Includes account ownership, relationships, funding options, and availability in addition to account set-up and maintenance. Also covers use of the account center and documentation procedures. Prerequisites: None.

CSI114* **2 Credits**

Account Maintenance

Account product maintenance research and procedures. Includes characteristics of various types of accounts, including funds availability and accessibility, wire transfer policy and procedures, and statement features. Also covers Internal Revenue Service (IRS) account forms and procedures for handling fraud and security. Prerequisites: None.

CSI115* **2 Credits**

Deposit Banking Lab

Practical application of customer service procedures in account set-up and maintenance. Includes completing rate inquiries, application fallout and accessing customer accounts. Also covers procedures for handling security issues, processing account adjustments and inquiries regarding accounts and tax filing. Prerequisites: None.

CSI120* **3 Credits**

Introduction to Student Loans

Introduction to the role and processing of student loans within company structure. Includes customer service strategies, professional customer care, and call management in the completion of student loan procedures. Covers loan options, application processes, and customer verification procedures in addition to loan documentation and legal disclosures. Also includes procedures for managing account center and web-top navigation. Prerequisites: None.

CSI122* **2 Credits**

Introduction to Cardmember Services

Introduction to credit cardmember services. Covers job responsibilities of a cardmember service account manager. Also covers customer account management including merging accounts, various credit card products and features, and Customer Contact Strategy (CCS). Use of a computer emphasized. Prerequisites: None.

CSI124* **3 Credits**

Intermediate Cardmember Services

Credit cardmember services. Covers balance transfers, call handling procedures, statements, account documentation, payment information, feedback, and complaints. Computer usage emphasized. Prerequisites: A grade of C or better in CSI122.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSI126* **2 Credits**

Advanced Cardmember Services

Advanced credit cardmember services. Includes authorizations and adjustments, finance charges, listening, and customer interaction strategies. Covers lost/stolen report processing and negotiation techniques. Prerequisites: A grade of C or better in 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: A grade of C or better in 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.

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.

CSI154* **2 Credits**

Introduction to Debt Settlement

Introduction to the debt settlement industry. Covers customer service representative role in debt settlement including types of hardships, debt solutions, account resources, and legal services available to clients. Also includes Fair Debt Collection Practices Act regulations. Prerequisites: None.

CSI155* **3 Credits**

Customer Service for Debt Settlement

Basic customer service principles for debt settlement. Evaluation of various program services as well as types of client debt. Emphasis on elements of customer service debt settlement transactions and effective communication. Prerequisites: None.

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.

CSI164* **3 Credits**

Debt Resolution Account Procedures

Procedures for maintaining debt settlement customer accounts. Emphasis on screens and processes used to maintain accounts, provide education resources to customers, and respond to customer inquiries. Prerequisites: None.

CSI166* **2 Credits**

Debt Settlement Services

Practical application of customer service representative debt settlement skills. Includes various types of customers, calls, and interactions in addition to procedures for navigating client accounts. Also covers account modifications, legal services, and negotiations procedures. Prerequisites: None.

CSI168* **3 Credits**

Introduction to Debt Resolution Sales

Introduction to debt resolution sales and the debt settlement industry. Covers characteristics, solutions, components, and regulators of debt settlement including the Fair Debt Collection Practices Act. Also includes types of hardships and financial distress, credit reports, and resources available to clients, in addition to an introduction to the sales process. 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.

CSI174* **2 Credits**

Debt Resolution Sales Procedures

Practical application of debt resolution sales procedures. Covers consultative sales tools and services used in the provision of direct debt management sales. Includes approval calls, enrollment agreements, and file submission procedures as well as managing client objections. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSI186* **3 Credits**

Personal Loans

Introduction to personal loans. Includes characteristics, components, purpose, and function of a personal loan system. Also covers features, benefits, and characteristics of consumer loans in addition to banking legislation and regulations. Prerequisites: None.

CSI187* **3 Credits**

Personal Loan Applications

Personal loan application components and policy. Includes credit reports, identity authentication, and characteristics of fraudulent applications, in addition to application workflow. Also covers guidelines for maintenance, referencing, verification and evaluation of applications. Prerequisites: None.

CSI188* **3 Credits**

Personal Loan Account Services

Personal loan services and procedures. Covers assessment of customer need and risk, application and identity fraud, types of business ownership, and procedures for handling self-employment income. Also includes withdrawal strategy, escalation calls, and application review. Prerequisites: None.

CSI189* **2 Credits**

Personal Loans Lab

Practical application of personal loans banking procedures. Includes navigation of the personal loan system, acquisitions call flow, and procedures for identifying and resolving fraudulent applications and claims. Also covers the applications process including verification, referencing, and review in addition to overrides. 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.

CSI200* **3 Credits**

Retail Website Customer Service

Overview of customer agent`s role and responsibilities. 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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)

CUL101 **3 Credits**

Culinary Basics

Theory and practice of basic elements of culinary arts fundamentals. Emphasis on safety, sanitation and uniform requirements, culinary terminology, basic nutritional guidelines, equipment needs and usage, standard measurements, knife selection and care, basic knife cuts, and fruit and vegetable identification and preparation. Prerequisites: None.

CUL102* **3 Credits**

Hot Foods

Cooking techniques and preparation of varied meat, fish and poultry items. Theory and practice of production of stocks, sauces, and soups. Study of butchering, yields, purchasing and grade classification. Prerequisites: None.

Customer Service Representative (CSR)

CSR105* **0.5 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSR107* **2 Credits**

Driver License Basic Procedures

Basic driver license procedures. Emphasis on accessing, reading, and creating customer records. Covers Driver Maintenance (DM) segments, documentation verifications, all original credentials, and procedures for updating credentials. 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.

CSR110* **4 Credits**

Federal Employee Program Systems: Claims and Inquiries

Overview of the federal employee health benefit program and associated benefits. Emphasis in accessing and operating varying systems and online system tools for processing claims and resolving customer inquiries. 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, title and registration transactions, vehicle updates, and database navigation. Prerequisites: None.

CSR113* **2 Credits**

Motor Vehicle Title and Registration Administration

Motor vehicle division title and registration record administration procedures. Emphasis on Arizona title transfers, commercial vehicles, trailers, personalized and special plate issuance information. Covers recreational vehicles, titles with/without court orders, bonds, branded titles, mobile homes, and operation of law liens. Prerequisites: None.

CSR114* **4 Credits**

Federal Employee Program Systems: Processing Claims

Overview of the federal employee health benefit program and policies and procedures for processing claims. Covers benefit packages, covered services and costs, and coordination of benefits. Also included customer service standards and techniques. 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, reinstatements, and authorized presence documentation. 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.

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: A grade of C or better in 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: A grade of C or better in CSR128. Course Notes: CSR129 may be repeated for a total of two (2) credit hours.

CSR136* **4 Credits**

Health Care Insurance: Claims I

Overview of health insurance, medical terminology, and various operating systems and applications. Also includes research of medical, outpatient and inpatient claims. Prerequisites: None.

CSR137* **2 Credits**

Health Care Insurance: Claims II

Guidelines and procedures for finalizing claims. Covers research and manual pricing procedures, adjudication, and claim liability in addition to procedures for completing cutbacks and recovery. Prerequisites: A grade of C or better in CSR136.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSR138* **4 Credits**

Health Care Insurance: Claims III

Overview of computer usage in the health care insurance industry. Covers various on-line systems/applications, benefit plans and screens, eligibility, pre-certification, and claims pricing. Claims processing emphasized. Prerequisites: A grade of C or better in CSR137.

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: A grade of C or better in CSR145.

CSR147* **4 Credits**

Health Care Insurance: Correspondence

Overview of health care insurance correspondence inquiries. Covers guidelines for processing internal and external correspondence, including reconsiderations, grievances, appeals, and adjustments. Prerequisites: None.

CSR148* **4 Credits**

Health Care Insurance: Customer Service

Overview of customer service standards and objectives for health care insurance phone inquiries. Covers customer service solution processes, including first call resolution, account inquires, member eligibility and benefits. Health care regulations also covered. Prerequisites: None.

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 accessing accounts, responding to caller inquires, completing test claims, and steps for locating formulary alternatives. Prerequisites: A grade of C or better in 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: A grade of C or better in 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 and prior authorizations. Prerequisites: A grade of C or better in CSR155.

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.

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.

CSR163* **1 Credit**

Telecommunications Industry Collections Customer Service

Introductory collections customer service strategies. Covers essential behaviors for effective customer support and professional interaction, in addition to knowledge of company products, services, roles and functions. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSR164* **2 Credits**

Telecommunications Industry Receivables Management

Receivables management procedures for customer services representatives in the telecommunications industry. Covers tools and systems for managing billing account modifications, prorations, and credit adjustments in addition to handling fraud claims. Also includes payment processing, options and restrictions, as well as distributions and various declined payments. Prerequisites: None.

CSR165* **2 Credits**

Collections Customer Service

Practical application of telecommunications collections customer service procedures. Covers access to and navigation of tools and systems for completion of billing, payment and collections services. Prerequisites: None.

CSR166* **2 Credits**

Telecommunications Industry Collections

Telecommunications industry collection procedures and strategies. Includes policies and procedures for collections, including the Fair Debt Collections Practice Act (FDCPA) and federal laws and regulations for compliance. Also covers collections schemes and payments options, as well as call escalation and miscellaneous billing procedures. 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: A grade of C or better in CSR169.

CSR176* **3 Credits**

Customer Product Service Management for Web Hosting/Domain Registrar

Introduction to web hosting and domain registrar products and customer services. Includes features and benefits of branding, productivity, presence, and marketing. Prerequisites: None.

CSR177* **2 Credits**

Customer Representative for Web Hosting/Domain Registrar Services

Customer service account procedures for web hosting and domain registrar product application. Includes new accounts, branding, and presence strategies and products, and their application to meeting customer needs. Also covers hosting and website design procedures as well as completion of a marketing consultation. Prerequisites: None.

CSR178* **1 Credit**

Customer Service Consultations and Troubleshooting Lab

Practical application of strategies and procedures for conducting customer consultations and troubleshooting. Prerequisites: None

CSR184* **2 Credits**

Business Technology in Customer Service

Foundational business technology for enhancing customer service. Includes the integration of technology into an effective workforce management solution. Covers Enterprise Resource Planning (ERP) in addition to Customer Relationship Management (CRM) and Business Intelligence (BI). Prerequisites: None.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in CSR213.

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.

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.

CSR220* **2 Credits**

Sales and Retention

Practical application for call center representatives. Covers skills and behaviors necessary for successful and effective completion of inbound sales and retention calls. Prerequisites: Permission of Department or Division.

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* **1 Credit**

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, 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.

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: A grade of C or better in CSR242.

** Courses offered through an Educational Partnership and Customized Training program only.*

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, vascular supply, lymph and glandular tissue, cranial nerves and routes of infection. Course activities include use of skulls, models and multimedia 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 multimedia 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.

DHE127 **3 Credits**

Prevention of Dental Disease

Introduction to preventive aids, agents, and coaching to help patients achieve optimum oral health, reduce incidence of disease, and minimize risk of oral injury. Instills critical thinking in etiologic agents, cariology, fluorides, sealants, nutrition, and their oral and systemic implications. 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: A grade of C or better in (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: A grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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. Corequisites: 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: A grade of C or better in 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: A grade of C or better in 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, pathogenesis, 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 **2 Credits**

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, electronic recordkeeping, patient management, and hands-on experience administering local anesthetics and nitrous oxide in a clinical setting. Prerequisites: A grade of C or better in DHE119.

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: A grade of C or better in (DHE212 and DHE213) and admission 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: A grade of C or better in (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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in completion of twelve (12) credit hours of EED Early Education coursework and permission of Program Coordinator.

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.

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)

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in EEP260 EEP262 EEP264 EEP266 EEP268, and Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

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 a grade of C or better in (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 a grade of C or better in (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276), and permission of Department or Division.

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

Microeconomic 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 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: 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.

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 a grade of C or better in 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 a grade of C or better in 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 a grade of C or better in EDU222. Course Notes: EDU209AC requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 a grade of C or better in EDU222. Course Notes: EDU209AD requires an approved field experience.

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 a grade of C or better in 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 a grade of C or better in (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.

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/ Dual Language Immersion(DLI). Includes SEI, ESL, and bilingual/DLI strategies. Prerequisites: None. Course Notes: Approved school-based practicum is required. EDU220 incorporates the 45-clock hour curricular framework for 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 with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mild disabilities, severe disabilities, emotional and behavioral disorders, intellectual disabilities, and students who are gifted. Prerequisites: None. Course Notes: EDU222 requires an approved field experience.

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 a grade of C or better in 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 a grade of C or better in 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 a grade of C or better in 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 a grade of C or better in EDU222. Course Notes: EDU223AD requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 a grade of C or better in 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.

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 (pre-service 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 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: 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.

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.

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, a grade of C or better in EDU255AA, and a minimum of 50% successful completion of all designated, required course work.

** Courses offered through an Educational Partnership and Customized Training program only.*

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, a grade of C or better in EDU255AC, and a minimum of 25% successful completion of all designated, required course work.

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, a grade of C or better in 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, a grade of C or better in 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, a grade of C or better in 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, a grade of C or better in 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, a grade of C or better in 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.*

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, a grade of C or better in EDU256AE, and a minimum of 75% successful completion of all designated, required course work.

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.*

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: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program, and a grade of C or better in (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.

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 a grade of C or better in (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: FFormal admissions to an undergraduate teacher preparation program, and a grade of C or better in (EDU207 EDU215 EDU217 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: A grade of C or better in EDU272.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: EDU287AC 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 a grade of C or better in EDU251 and permission of Department or Division.

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 a grade of C or better in EDU251 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.

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; the methods alignment will be centered around History, Geography, Economics, or Political Science. 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.*

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.

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)

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 a grade of C or better in (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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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, a grade of C or better in EFE260AC, and a minimum of 25% successful completion of all designated, required course work.

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, a grade of C or better in EFE260AD, and a minimum of 50% successful completion of all designated, required course work.

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, a grade of C or better in EFE260AE, and a minimum of 75% successful completion of all designated, required course work.

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, a grade of C or better in EFE261AC, and a minimum of 25% successful completion of all designated, required course work.

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, a grade of C or better in EFE261AD, and a minimum of 50% successful completion of all designated, required course work.

** Courses offered through an Educational Partnership and Customized Training program only.*

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, a grade of C or better in EFE261AE, and a minimum of 75% successful completion of all designated, required course work.

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.

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, a grade of C or better in EFE262AC, and a minimum of 25% successful completion of all designated, required course work.

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, a grade of C or better in EFE262AD, and a minimum of 50% successful completion of all designated, required course work.

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, a grade of C or better in EFE262AE, and a minimum of 75% successful completion of all designated, required course work.

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.*

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, a grade of C or better in EFE263AC, and a minimum of 25% successful completion of all designated, required course work.

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, a grade of C or better in EFE263AD, and a minimum of 50% successful completion of all designated, required course work.

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, a grade of C or better in EFE263AE, and a minimum of 75% successful completion of all designated, required course work.

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 a grade of C or better in (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 a grade of C or better in (EDU223AF and EDU293), and permission of Department or Division.

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 a grade of C or better in (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 a grade of C or better in (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 a grade of C or better in (EDU223AF and EDU293), and permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in 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.

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: A grade of C or better in 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: A grade of C or better in (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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in EPD250. Course Notes: EPD253 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

EPD256 **3 Credits**

Science, Technology, Engineering, and Mathematics (STEM) Education and Technology

Overview of the current status of Science, Technology, Engineering, and Mathematics (STEM) education and technology in the United States and The Standards for Technological Literacy developed by the International Technology Education Association (ITEA). Emphasis on the impact of technology and its interdependence with the other STEM fields in engineering, science, and mathematics. Topics include: technology systems, processes and concepts, energy and power, communication, biotechnology, manufacturing, construction, and transportation technologies. Strategies for practical application in the classroom along with lesson plan development also covered. Prerequisites: A grade of C or better in EPD205.

EPD257 **3 Credits**

Science, Technology, Engineering, and Mathematics (STEM) Education and Science

Overview of the current status of Science, Technology, Engineering, and Mathematics (STEM) education and science in the United States and the National Science Education standards. Emphasis on techniques associated with the scientific inquiry-based approach to teaching and learning science, models-based science teaching, and STEM science student research. Topics include the scientific `process` skills, project-based learning, the 5E instructional model, and the interdisciplinary connection of science to other STEM fields. Strategies for practical application in the classroom along with lesson plan development also covered. Prerequisites: A grade of C or better in EPD205.

EPD258 **3 Credits**

Science, Technology, Engineering, and Mathematics (STEM) Education and Engineering

Overview of the current status of Science, Technology, Engineering, and Mathematics (STEM) education and engineering in the United States. Emphasis on the underlying principles of engineering education and project-based learning. Topics include a brief history of engineering and its disciplines, technical communication skills, problem solving and teamwork, ethics, and engineering systems with modeling and design elements. Strategies for practical application in the classroom along with lesson plan development also covered. Prerequisites: A grade of C or better in EPD205. Course Notes: EPD258 requires three (3) hours of field experience.

EPD259 **3 Credits**

Science, Technology, Engineering, and Mathematics (STEM) Education and Mathematics

Overview of the current status of Science, Technology, Engineering, and Mathematics (STEM) education and mathematics in the United States and the Mathematics Common Core Standards. Emphasis on techniques associated with the inquiry-based approach to teaching and learning mathematics, project-based learning, and the interdisciplinary connection of mathematics to other STEM fields. Strategies for practical application in the classroom along with lesson plan development also covered. Prerequisites: A grade of C or better in EPD205.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in EPD270, EPD271AB, 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: A grade of C or better in EPD270, (EPD271AA or EPD271AB), (EPD272AA or EPD272AB), 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: A grade of C or better in 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: A grade of C or better in EPD270, EPD271AB, EPD272AB, EPD274, EPD276, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD287 **3 Credits**

Science, Technology, Engineering, and Mathematics Education (STEM) Education Capstone Project

Organized and tailored around completed coursework in Science, Technology, Engineering, and Mathematics (STEM) education. Structured to provide a capstone experience by providing opportunities for individualized research and study guided by professional expertise. Allows for best opportunities of independent study and individualized learning to maximize teacher development and knowledge in the STEM fields. Final project required. Includes a development plan for immediate classroom use with appropriate grade level lesson plans and activities, teaching strategies, and techniques in a STEM field. Prerequisites: A grade of C or better in EPD256, EPD257, EPD258, and EPD25.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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: A grade of C or better in 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. EMT/FSC104 may be repeated for credit.

Endorsement for Early Childhood (EEC)

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.

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: A grade of C or better is required in all Prerequisites. Prerequisites or Corequisites: MAT182, or higher level mathematics course, or permission of Instructor or Department or Division Chair.

ECE103 **2 Credits**

Engineering Problem Solving and Design

Fundamentals of the design process: engineering modeling, communication and problem-solving skills in a team environment. Emphasis on process-based improvements to the design process. Introduction to engineering as a profession. Prerequisites: A grade of C or better in ECE102 or permission of Instructor. Course Notes: Student may receive credit for only one of the following: ECE103 or ECE103EP.

ECE102 & ECE103 are: SUNⓈ EGR1102

English (ENG)

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 SUNⓈ 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.

ENG101LL **1 Credit**

First-Year Composition Lab

Supplemental instruction for composition courses. Focus on developing effective writing processes to address a range of rhetorical situations. Prerequisites: None. Corequisites: ENG101.

** Courses offered through an Educational Partnership and Customized Training program only.*

ENG102 SUNY 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.

ENG107 **3 Credits**

First-Year Composition for ESL

Equivalent of ENG 101 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.

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.

ENG200 **3 Credits**

Reading and Writing About Literature

Emphasis on critical analysis of various genres of literature; includes study of necessary terminology, introduction to methods of literary criticism, and practice in interpretation and evaluation. Prerequisites: A grade of C or better in ENG102.

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.

English Humanities (ENH)

ENH110* **3 Credits**

Introduction to Literature

Introduction to international literature through various forms of literary expression; 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

ENH113* **3 Credits**

Writers/Directors and Current Issues

In-depth analysis of literary texts by contemporary writers/directors throughout the world, including essayists, journalists, playwrights, novelists, directors, short story writers, and/or poets. Examines perspectives representing a variety of cultures. Critical responses to current issues of worldwide interest examined, including topics as environment, technology, medicine, economics, politics, education, human rights, law and order. Prerequisites: None. Course Notes: ENH113 may be repeated for a total of eight (8) credit hours.

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: A grade of C or better in (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: A grade of C or better in ENG101.

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: A grade of C or better in (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.

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.

EPS162 **3 Credits**

Introduction to Social Entrepreneurship

Introduction to the history, theory, and emerging activities of social entrepreneurship. Includes management skills for social entrepreneurial organizations, scaling of social impact, and social performance measurement. Emphasis on social capital, microfinance, and evaluation of social entrepreneurial opportunities. 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. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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)

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 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: A grade of C or better in FSC209.

FSC210* **3 Credits**

Fire Investigation II

Focus on practical skills for fire investigators. Emphasis on hands-on application with practice examining and recording the fire/arson scene. Includes class room and field exercises on each section. Prerequisites: A grade of C or better in FSC209 or permission of Instructor.

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

Introduction to nutrition using anthropometric, biochemical, clinical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Emphasis on relationship between energy balance and weight regulation and health. Prerequisites: None. Course Notes: Self-evaluative laboratory experience to complement FON100.

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.

FON143 **3 Credits**

Food and Culture

Understanding diet in the context of culture. Historical, religious, and sociocultural 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

FON163 **3 Credits**

Sustainable Kitchen 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 scientific literacy and the study of nutrients for disease prevention. Includes micro and macro nutrients, human nutrient metabolism and nutrition`s role in the health of the human body throughout the life cycle. Addresses nutrition principles for prevention of nutrition-related health conditions. Prerequisites: None.

FON241LL **1 Credit**

Principles of Human Nutrition Laboratory

Self-evaluative laboratory experience to complement FON241, Principles of Human Nutrition using anthropometric, biochemical, clinical, dietary analysis, and ecological/economical assessments. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Prerequisites: A grade of C or better in 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: A grade of C or better in 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.

Forensic Science (FOR)

FOR105* **4 Credits**

Forensic Science: Physical Evidence

Scientific analysis and examination of physical evidence for forensic purposes. Covers fingerprints, shoe prints, tool marks, glass, soil and mineral evidence, firearms identification, paint chips, and arson and explosive evidence. Includes the history of forensic science, functions of the crime lab and criminalist career specialties. Prerequisites: None.

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: A grade of C or better in 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.*

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: A grade of C or better in 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: A grade of C or better in 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.

GBS120 **3 Credits**

Workplace Communication Skills

Reviews planning, organization, development, and evaluation of written and oral communication in business settings, including informative and persuasive messages. 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.

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.

GBS220 **3 Credits**

Quantitative Methods in Business

Business applications of quantitative optimization methods in operations management decisions. Prerequisites: (A grade of "C" or better in MAT150 or MAT151 or MAT152) 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: A grade of C or better in GBS220 or MAT217 or MAT218.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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.

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in GTC130 and permission of Instructor.

GTC145* **3 Credits**

Advanced Cabinetmaking

Further exploration of advanced woodworking techniques on complex projects. Prerequisites: A grade of C or better in GTC144 and permission of instructor.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

GPH113 **4 Credits**

Introduction to Physical Geography

Earth's physical processes and impacts on human environments via the atmosphere, biosphere, lithosphere and hydrosphere. Topics and practical experiences include severe weather, climate change, biomes and ecosystems, landform processes; mountain building and erosion by rivers, glaciers, waves and wind, topographic maps. Prerequisites: None.

Geology (GLG)

GLG101 **3 Credits**

Introduction to Geology I - Physical Lecture

Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Prerequisites: None.

GLG101 & GLG103 are: SUN# GLG1101

GLG103 **1 Credit**

Introduction to Geology I - Physical Lab

Includes practical experience in rock and mineral identification, topographic maps, and applied problems in geology. Prerequisites: None. Course Notes: May accompany GLG101.

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 earthquakes, volcanoes, floods and landslides. Examines environmental impact and use of mineral and energy resources. Prerequisites: None.

GLG111 **1 Credit**

Geological Disasters and the Environment Lab

Introduction to geological processes and concepts. Application of basic geologic knowledge to evaluate, interpret and propose solutions for a variety of current and past geology-related environmental disasters and hazards. Prerequisites: None. Course Notes: May accompany GLG110.

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in GER201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Health Related (HCC, HCR, HES)

HCC130 **3 Credits**

Fundamentals in Health Care Delivery

Overview of current and recent development of 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. Worker 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 inter-professional 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.

HCC145 **3 Credits**

Medical Terminology for Health Care Professionals

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 Professionals 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 selected terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

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HCC145AB **1 Credit**

Medical Terminology for Health Care Professionals II

Selected 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 selected terms using standard word parts. Selected abbreviations and symbols and term spelling. Prerequisites: A grade of C or better in HCC145AA.

HCC145AC **1 Credit**

Medical Terminology for Health Care Professionals 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 special care populations and special services word parts and term spelling. Prerequisites: A grade of C or better in HCC145AA and HCC145AB, or HCC146.

HCC146 **2 Credits**

Common Medical Terminology for Health Care Professionals

Common medical terms used in health care. Body systems approach to common terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing common terms using word parts. Common 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: A grade of C or better in ENG102 or ENG108 or permission of Instructor.

HCR220 **3 Credits**

Introduction to Nursing and Health Care Systems

Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States. Prerequisites: A grade of C or better in 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: A grade of C or better in 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.

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: A grade of C or better in HES271.

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.

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HIS103 SUN: HIS1131 **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 Administration (FAA) Introduction

Overview of the Department of Economic Security and Family Assistance Administration (DES FAA). Covers Federal and State policy and regulation. Emphasis in eligibility processing procedures and system management. Prerequisites: None.

HSA116* **3 Credits**

Nutrition Assistance Determination

Overview of Federal and State policies and procedures for determining eligibility. Includes Nutrition Assistance payments eligibility determination, expedited services, presumptive eligibility, recertification applications, and eligibility reviews. Prerequisites: A grade of C or better in HSA113.

HSA118* **3 Credits**

Medical Assistance Determination

Overview of the Arizona Health Care Cost Containment System (AHCCCS) and the health services and programs provided. Covers Federal and State policies and procedures for determining medical eligibility. Includes medical assistance eligibility process and application procedures, non-financial and financial eligibility factors, services for nonqualified non-citizens, duration of coverage, and renewal process. Prerequisites: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in HSA122.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in HSA124.

HSA127* **2 Credits**

Nutrition 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 Nutrition Assistance determinations. Interview and keying techniques and procedures also covered. Prerequisites: A grade of C or better in HSA113.

HSA128* **3 Credits**

Cash Assistance 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 Family Benefit Cap Period (FBCP) and Self-employment income, as well as renewals and change reporting requirements. Prerequisites: None.

HSA131* **2 Credits**

Nutrition Assistance Renewals

Overview of Federal and State policies and procedures for completing nutrition assistance renewals. Covers the renewal process, including prior investigation, timelines, compliance, and interview procedures in addition to making determinations, updating cases, and processing pending applications. Prerequisites: None.

HSA160* **3 Credits**

Employment Assistance Administration

Overview of organizational values and the role and responsibilities of case aides, including preliminary review of case management procedures. Covers the Administration of the Job Opportunities and Basic Skills (JOBS) Training program and customer service practices, communications techniques, case records, systems operations, and procedures. Prerequisites: None.

HSA161* **3 Credits**

Employment Assistance Administration Lab

Practical application of Job Opportunities and Basic Skills (JOBS) training procedures. Includes state systems access and documentation procedures including referral and selection. Also covers case management assessment and management in addition to various support services. Prerequisites: A grade of C or better in HSA160.

HSA162* **1 Credit**

Employment Assistance Account Entries

Skills development for state employment assistance programs customer account entries. Includes system access, terminology, and data entry procedures. Prerequisites: A grade of C or better in HSA160.

HSA163* **3 Credits**

Employment Assistance Case Management

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: A grade of C or better in HSA160.

HSA164* **3 Credits**

Employment Assistance Case Management Lab

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. Special emphasis on case management skills and procedures. Prerequisites: A grade of C or better in HSA162.

HSA167* **2 Credits**

Government Assistance Supervisor Basic

Development of skills to manage employees in the government assistance setting. Overview of management philosophies and techniques for effective time management, performance evaluation, and communications. Prerequisites: Permission of Department or Division.

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.

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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: A grade of C or better in ENG101 or ENG107.

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: A grade of C or better in 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: A grade of C or better in 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.

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: A grade of C or better in 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: A grade of C or better in CFS176/ECH176, or CFS235, or EED205.

Information Studies (IFS)

IFS201 **3 Credits**

Information in a Post-Truth World

Development of critical thinking skills in using information. Exploration of how information can be used as a tool or a weapon. Explanation of the role of information as a consumer and creator. Recognition of the impact of culture and worldview on how information is understood, created, and disseminated. Prerequisites: A grade of C or better in ENG101 or ENG107.

Insurance Studies (INS)

INS100 **3 Credits**

Insurance Industry Profession

Introduction to the insurance industry profession and environment. Includes identification of personal career goals, effective workplace behaviors and professionalism in the workplace in addition to strategies for problem solving and conflict management. Also covers the importance of integrity and ethical behavior in the insurance industry. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

INS200 **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.

INS205 **3 Credits**

Personal Insurance

Analysis of personal loss exposures and personal insurance coverages including homeowner's, other dwelling coverages, personal liability, auto, life, health, and government programs. Prerequisites: INS200 or permission of the Instructor.

INS210 **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: INS200 or permission of Instructor.

INS220 **3 Credits**

Claim Handling Principles and Practices

Introduction to the claim settlement process including skills for a claims adjuster/examiner. Covers structure of claim departments, handling claims, investigating claims, setting and maintaining loss reserves, and good faith claims. Communication and negotiating techniques are emphasized. Prerequisites: INS100 and INS200.

INS225 **3 Credits**

Auto Claim Practices

Overview of auto accident claims. Covers procedures for resolving vehicle damage claims including Alternative Dispute Resolution (ADR). Also covers investigating losses, analyzing liability, and costs and benefits of litigation. Prerequisites: INS220.

INS241 **3 Credits**

Risk Management Principles and Practices

Introduction to the risk management process and its role in identifying and managing exposure to loss. Process for establishing a framework for hazard identification and the use of analytical tools to determine financial impact to business. Prerequisites: A grade of C of better in INS210.

INS242 **3 Credits**

Risk Assessment and Treatment

Examination of various risk identification and assessment techniques implemented by business to control potential loss exposures. Emphasis on understanding the impact of operational decisions and employee actions on losses and steps used to mitigate financial consequences. Detailed analysis of property, liability, management liability, environmental, crime, cyber, and automobile loss exposures as well as use of data analytics to manage risk assessment and control. Prerequisites: A grade of C of better in INS241.

INS243 **3 Credits**

Risk Financing

Evaluation of risk financing techniques available to organizations to provide funds to pay for losses incurred. Overview of financial elements of insurance, self-insurance, captives, and non-insurance transfers. Examination of non-traditional methods of financing including reinsurance, derivatives, catastrophe bonds, and insurance linked securities and their implementation to reduce hazard risk and market and credit risks faced by companies. Prerequisites: A grade of C of better in INS241.

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.

INT115 **3 Credits**

Historical Architecture and Furniture

Historical survey of the development of furniture, interiors, and architecture from antiquity to the 19th Century. 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 designn. Prerequisites: None.

Interstate Mechanical Contractors (IMC)

IMC120 **3 Credits**

Plumbing, Drain, and Waste Piping

Interpretation and grade requirements for drain piping. Planning, testing, and installation of specific types of drains. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Japanese (JPN)

JPN101 SUNY 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 SUNY 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: A grade of C or better in JPN101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

JPN201 SUNY 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: A grade of C or better in JPN102 or permission of Department or Division. Completion of prerequisites within the last three years is required.

JPN202 SUNY 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: A grade of C or better in 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. Prerequisites: None. Computer experience and BPC138AA suggested but not required.

Latin (LAT)

LAT101 SUNY 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.

LAT102 SUNY 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: A grade of C or better in 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 techniques using selections from various authors; emphasis on use of primary texts. Prerequisites: A grade of C or better in 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 mete. Prerequisites: A grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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, management principles, 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: A grade of C or better in 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: A grade of C or better in LET132.

LET135* **2 Credits**

Problem Solving and Crisis Management

Further examination of management techniques and tools within the detention facilities. Crisis intervention and de-escalation techniques covered. Also includes medical screening, inmate grievances, inmate disciplinary reports, and the reclassification system. Prerequisites: A grade of C or better in 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: A grade of C or better in LET135 or permission of Department or Division.

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: A grade of C or better in 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 and liability issues also covered. Prerequisites: A grade of C or better in 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better required in all Prerequisites. 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.

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.

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 Weapons Training

Basic shooting principles of the weapons used by correctional officers. Includes nomenclature, handling, loading and firing of the service handgun, 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 custody. Inmate count, personal property inventory, mail handling procedures, and cell extraction procedures also covered. Prerequisites: Permission of Department or Division.

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: A grade of C or better in LET168 or Corequisites: LET168.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

LET173* **2 Credits**

Introduction to Leadership in Law Enforcement

Introduction to leadership in the field of law enforcement. Covers stages of adult human development, generational differences, and characteristics of effective leaders. Also includes characteristics of leaders, including values, attitudes, behavior, and response techniques in addition to identification of personal strengths and determination of a personal leadership style. Prerequisites: None. Corequisites: COV112.

LET174* **3 Credits**

Organizational Culture and Leadership

Examination of organizational structure and its application to the field of law enforcement. Covers characteristics and principles of effective organizations, systems and process management, and phases of process building in addition to characteristics of a process enterprise. Also includes levels of leadership and characteristics, restrictions, and best behaviors of each. Prerequisites: COV112 and LET173.

LET175* **1 Credit**

Law Enforcement Leadership Capstone

Completion of a formal staff study in the field of law enforcement, including steps for problem identification, research, and analyzing and reporting of information. Prerequisites: A grade of C or better in LET174.

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.

LET179* **2 Credits**

Traffic Enforcement Procedures

Overview of operational procedures for traffic enforcement officers. Covers pursuits, roadblocks, and report writing. Incident command system also covered. Prerequisites: Permission of Department or Division.

LET180* **2 Credits**

Introduction to Computer Aided Dispatch

Introduction to computer aided dispatch. Covers techniques and procedures for emergency broadcast, including dispatch protocol, types of requests, and use of the dispatch panel. Also includes an overview of banking and vehicle security systems, the Incident Command System (ICS), and procedures for officer involved emergencies. Prerequisites: None.

LET181* **2 Credits**

Emergency Communications Personnel

Duties and responsibilities of personnel within the emergency communications industry. Includes information operator and tactical dispatcher responsibilities for handling various types of calls including priority one, hot calls and pursuits. Also covers split configuration communication. Prerequisites: None.

LET182* **3 Credits**

Emergency Communications Procedures

Practical application of emergency communications procedures. Includes dispatch functions, protocol and techniques, Incident Command system (ICS) implementation, and information officer and dispatcher responsibilities. In addition to basic dispatch procedures, covers queries, pursuits, priority one calls, hot calls, all calls, and high-risk situations and procedures. Radio dispatch card procedures also covered. Prerequisites: None.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

LET184* **3 Credits**

Introduction to 911 Call Basics

Overview of basics for processing 911 calls. Covers communications terminology, abbreviations and codes as well as various police systems. Also includes location systems including numbering, point of origin, freeway structure, various maps and city codes. Prerequisites: None.

LET185* **3 Credits**

911 Policies and Procedures

Policies and procedures for completing 911 calls. Includes the National Incident Management System (NIMS), Incident Command System (ICS) and the use of an incident action plan. Also covers the purpose and use of radio codes, the online crime reporting website, and call signs. Alarm call types, prioritization, reporting, and cancellation procedures also covered. Prerequisites: None.

LET186* **3 Credits**

Specialized 911 Call Procedures

Procedures for managing specific emergency situations. Includes goals and procedures for handling barricaded suspect calls, active shooter situations and officer involved emergencies. Also covers Critical Incident Stress Management (CISM) resources and the impact of emotional labor. Prerequisites: None.

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. Prerequisites: Permission of Department or Division.

LET190* **1 Credit**

Human Communications and Relations

Overview of human communications 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 and 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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: Must be a certified police officer 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.

LET254* **3 Credits**

Criminal Investigations Detective I

Advanced training designed to prepare law enforcement officers for transition into investigator positions. Includes Criminal Investigations Division (CID) goals and expectations, the scouting mission techniques and resources, operational plan components and development, and a review of professional writing skills for report writing, in addition to procedures for surveillance. Also covers procedures for preparing and serving search warrants, handling digital evidence, and working human trafficking and smuggling cases. Prerequisites: Permission of Department or Division

LET255* **3 Credits**

Criminal Investigations Detective II

Further advanced training designed to prepare law enforcement officers for transition into investigator positions. Includes Department of Public Safety (DPS) Criminal Investigations Division (CID) policies and procedures, the intelligence mission and cycle, crime scene management and processing, in addition to open source intelligence applications and resources. Also covers procedures for handling informants, interview and interrogation, and courtroom/trial preparation. Prerequisites: A grade of C or better in LET254.

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: A grade of C or better in MAT102 or permission of Instructor.

LET262* **1 Credit**

Active Shooter Procedures

Procedures for response and mitigation of active shooter/active homicide events. Includes policies for decision making, use of appropriate force, and tactics for responding to active shooter events as well as opportunities for reality-based training. Prerequisites: Permission of Department or Division.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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

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.

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.

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.

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.

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)

MKT267* **3 Credits**

Principles of Sales

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 expectationss. 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.*

Mathematics (MAT)

MAT082 **3 Credits**

Basic Arithmetic

Primary emphasis on conceptual understanding of and solving problems involving whole numbers, integers, mathematical operations, decimals, decimal operations, fractions, percentages, angles and geometric figures. Use of systems of measure, similarity, proportionality and the Pythagorean theorem. Focus on mathematical language, connections, patterns and reasoning, and additive and multiplicative reasoning. Prerequisites: None. Course Notes: Student may receive credit for only one of the following: (MAT051 and MAT052 and MAT053), OR MAT081, OR MAT082, OR MAT085.

MAT092 **3 Credits**

Introductory Algebra

Emphasis on meanings related to variable, equality, inequality, equivalence. The use of additive and multiplicative reasoning in solving linear equations and inequalities in one variable. Validation of solution(s) through a reasonable mathematical defense. Transfer and apply knowledge through a process of sense making and reasonableness in mathematical problems and practical application situations. Recognize patterns and organize data to represent situations where output is related to input. Understand the concept of function and be able to represent functions in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations. Read, represent, and interpret linear function relationships numerically, analytically, graphically and verbally and connect the different representations. Model and solve real world problems involving constant rate of change. Prerequisites: A grade of C or better in each of the following courses: (MAT051, MAT052, and MAT053), OR a grade of C or better in MAT08+, OR an appropriate district placement. Course Notes: MAT092 students may receive credit for only one of the following: (MAT055 and MAT056 and MAT057), OR MAT090, OR MAT091, OR MAT092, OR MAT095, OR MAT096.

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 each of the following courses: (MAT051, MAT052, and MAT053), OR a grade of C or better in MAT08+, OR an appropriate district placement.

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 each of the following courses: (MAT055, MAT056, and MAT057), OR a grade of B or better in MAT09+, OR an appropriate district placement. Course Notes: MAT122 students may receive credit for only one of the following: MAT120, OR MAT121, OR MAT122 OR MAT126.

MAT142 SUNY 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 C or better in each of the following courses: (MAT055 and MAT056 and MAT057), OR a grade of C or better in MAT085 or MAT09+, OR an appropriate district placement. Course Notes: MAT142 students may receive credit for only one of the following: MAT140, OR MAT141, OR MAT142, OR MAT145, OR MAT146.

MAT151 SUNY 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, using multiple methods including matrices, modeling and solving real world problems, and defining and illustrating sequences and series. Prerequisites: A grade of C or better in MAT12+, OR an appropriate district placement. Course Notes: MAT151 students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156, 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, using multiple methods including matrices, modeling and solving real world problems, and defining and illustrating sequences and series. Prerequisites: A grade of B or better in MAT12+, OR an appropriate district placement. Course Notes: MAT152 students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156, OR MAT187.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in MAT15+, OR MAT187, OR an appropriate district placement.

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: A grade of C or better in MAT15+, OR an appropriate district placement. Corequisites: MAT15+. Course Notes: MAT182 students may receive credit for only one of the following: MAT182 or MAT187.

MAT187 SUNY MAT1187 **5 Credits**

Precalculus

A precalculus course combining topics from college algebra and trigonometry. Preparation for analytic geometry and calculus. May receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187. Prerequisites: A Grade of B or better in MAT12+, OR an appropriate district placement. Course Notes: Strongly recommended that students have some knowledge of trigonometry. The combination of MAT15+ and MAT182 is equivalent to taking MAT187. Therefore, students should either take MAT15+ AND MAT182 OR just MAT187. Students may receive credit for only one of the following: The combination of MAT15+ and MAT182 OR just MAT187.

MAT206 SUNY 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 MAT14+, or MAT15+, or MAT187, or equivalent, or satisfactory District placement, or permission of Department or Division Chair.

MAT212 SUNY 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.

MAT213* **4 Credits**

Mathematical Analysis for Business

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* SUNY 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.

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 SUNY 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in MAT256 or permission of Instructor. Course Notes: MAT257 is designed to meet the requirements for prospective elementary education teachers.

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.

Micro and Nano Technology (MNT)

MNT110 **3 Credits**

General Principles of Nanotechnology

Designed to provide students with a strong fundamental understanding of the scientific principles, processing, and applications of nanotechnology. Includes the concepts of chemical bonding, quantum mechanics, and microstructure applied to various nanomaterials and their use in electronic devices, composites, computing, and various other biological, medical, energy-related, and current consumer applications. Introduces analytical techniques used in nanotechnology, as well as possible societal applications. Prerequisites: A grade of "C" or better in (MAT090, or MAT091, or MAT092, or MAT112, or equivalent) and CHM130, or equivalent.

MNT120 **3 Credits**

Introduction to Micro Electro-Mechanical Systems

Overview of fundamentals of the scientific principles, processing, and applications of micro electro-mechanical systems. Covers topics in applications, fabrication methods, characterization, and commercialization concepts as well includes surface micromachining, patterning, etching and deposition processes in addition to cleanroom protocol and safety. Also covers research and documentation types and applications. Prerequisites: None.

MNT201 **3 Credits**

Materials, Safety, and Equipment for Nanotechnology

Safety procedures and equipment used in the nanotechnology industry. Covers chemical, biological, and energy safety protocol as well as infrastructure facilities and systems. Also includes an overview of the structural, chemical and physical classification of materials. Prerequisites: None.

MNT210 **3 Credits**

Basic Nanotechnology Processes

Introduction to basic nanotechnology processes and a comparison of top-down and bottom-up manufacturing processes. Covers characteristics of plasma and its application to additive and subtractive processes. Also includes basic pattern transfer processes, laser ablation, and chemical and physical vapor deposition. Prerequisites: None.

MNT220 **3 Credits**

Materials in Nanotechnology

Examination of material used in the field of nanotechnology. Covers colloids, nanoparticles, oxides, and quantum dots in addition to self-assembly applications. Also includes biocompatibility and the dry etch material fabrication process. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

MNT230 **3 Credits**

Patterning for Nanotechnology

Overview of patterning processes in nanotechnology. Includes photolithography techniques, technology, and tools. Covers photoresist applications and unique lithography techniques, including block polymer patterning. Prerequisites: None.

MNT240 **3 Credits**

Nanotechnology Applications

An introduction to the practical application of emerging technologies in nanoscience. Includes applications for health sciences, energy, manufacturing, electronics, the food industry, and the environment. Prerequisites: None.

MNT250 **3 Credits**

Characterization of Nanotechnology Structures and Materials

Overview of characterization tools and techniques for nanotechnology structures and materials. Includes in-situ and ex-situ characterization as well as procedures for light, physical and electron beam characterization. Also includes tools and processes for advanced Scanning Probe Microscopy (SPM) and surface analysis. Prerequisites: None.

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)

MUP130* **2 Credits**

Beginning Group Piano

Basic introduction to playing piano through music reading, chords, rhythmic, and written activities. Designed for those with little or no piano experience. Prerequisites: None.

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.

MUP132* **2 Credits**

Class Piano II

Continuation of Piano I with emphasis on elementary piano techniques including major and minor scales, transposition, improvisation, and sight reading. Prerequisites: A grade of C or better in MUP131 or permission of Instructor.

MUP181* **1 Credit**

Chamber Music Ensembles

Practical and performance experience in instrumental, vocal, and mixed ensembles. Prerequisites: None. Course Notes: MUP181 may be repeated for credit.

Office Automation Systems (OAS)

OAS107* **1 Credit**

Professional Telephone Techniques

Proper telephone techniques and professional business manners 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: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment) and PAR102.

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: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment) and PAR102.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in (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: A grade of C or better in PAR102 and 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: A grade of C or better in 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: A grade of C or better in PAR106 and PAR114.

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: A grade of C or better in (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: A grade of C or better in 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: A grade of C or better in PAR104 or Corequisites: 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: A grade of C or better in 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: A grade of C or better in 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 non-dischargeable debts, and bankruptcy case dismissals, conversions, and transfers. Prerequisites: A grade of C or better in 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: A grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in PAR114.

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in PAR106 or permission of Department or Division.

PAR240 **3 Credits**

Introduction to eDiscovery for the Paralegal

Overview of electronic discovery and the impact of electronic data on the legal field. Includes a review of the development of technology assisted review (TAR), preservation procedures, and collection methods for electronical stored information (ESI). Also covers changes in civil rules of procedure and ethical duties for legal professionals. Prerequisites: None.

PAR241 **3 Credits**

Introduction to Legal Project Management

Introduction to legal project management topics and procedures. Includes objectives of and benefits to legal project management implementation. Also covers key issues in project management, including scope, task identification and management, budgeting, risk, quality management, communication and negotiation procedures, and techniques. Prerequisites: None.

PAR242 **3 Credits**

e-Discovery Project Management

e-Discovery project management procedures. Includes roles and responsibilities of the project management and e-discovery teams in the various phases, including scoping, detailed planning, startup, execution, and closeout. Covers project manager duties throughout the process, including the archiving and disposition of data, and creation of final performance metric results. Review of benefits of e-discovery to clients and legal teams. Prerequisites: None.

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: A grade of C or better in PAR222.

PAR290AA **1 Credit**

Internship for the Paralegal

Paralegal work experience in industry. Eighty (80) hours of designated work per credit Prerequisites: Permission of Department or Division. Course Notes: PAR290AA may be repeated for a total of three (3) credit hours.

PAR290AB **2 Credits**

Internship for the Paralegal

Paralegal work experience in industry. Eighty (80) hours of designated work per credit. Prerequisites: A grade of C or better in PAR260 and permission of Department or Division.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

Physical Education (PED)

PED115 **2 Credits**

Lifetime Fitness

Increase personal fitness, strength, and vitality. Current principles of cardiovascular exercise, weight training, flexibility, and balance exercises applicable to lifetime fitness goals. Personalized fitness plans developed and implemented with support of highly trained fitness professionals. Techniques to make sessions more effective and enjoyable. Prerequisites: None. Course Notes: PED115 may be repeated for a total of eight (8) credit hours.

Physical Science (PHS)

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 nonscience 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. Prerequisites: None.

Physics (PHY)

PHY101 **4 Credits**

Introduction to Physics

A survey of physics emphasizing applications of physics to modern life. Prerequisites: A grade of C or better in MAT090, or MAT091, or MAT092, 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 SUNY PHY1111 **4 Credits**

General Physics I

Includes motion, energy, and properties of matter. Prerequisites: MAT182 or MAT187 or MAT220 or MAT221 or eligibility for MAT220 as indicated by appropriate placement test score 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 SUNY PHY1112 **4 Credits**

General Physics II

Includes electricity, electromagnetism, and modern physics. Prerequisites: A grade of C or better in PHY111.

Political Science (POS)

POS110 SUNY 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.

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.

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.

Psychology (PSY)

PSY101 SUNY 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: (A grade of "C" or better in PSY101 and MAT092 or higher MAT course) or (a grade of "C" or better in PSY101 and eligibility for MAT112 or higher as indicated by appropriate mathematics placement test score) 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. A grade of C or better required in all Prerequisites. Prerequisites: ENG101 or ENG107. Prerequisites or Corequisites: PSY230 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 techniques. 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: A grade of C or better in CIS114DE.

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 legal filing procedures. 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, document generation and templates, and dual notation procedures. Also includes document generation reference guide usage information. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in CIS114DE.

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.

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 a construction cost system. Prerequisites: Permission of Department or Division.

PAD214* **2 Credits**

Land Valuation

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.

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**

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 and Critical Thinking

Develop and apply critical thinking skills through critically reading varied and challenging materials. Includes analysis, evaluation, interpretation, and synthesis 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 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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. 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.

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: RDG111 satisfies RDG091 requirement.

RDG112 **3 Credits**

Successful College Reading for Life Sciences, Mathematics, Physical Sciences or Technology

Emphasis on reading study strategies for an introductory class in the Life Science, Mathematics, Physical Sciences, or Technology. 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 class in the Life Sciences or Mathematics or Physical Sciences or Technology or permission of Instructor. Course Notes: RDG112 satisfies RDG091 requirement.

RDG113 **3 Credits**

Successful College Reading for Communication, Humanities or Behavioral Science

Emphasis on reading study strategies for an introductory class in the Communication, Humanities, or Behavioral Science. 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 Communication or Humanities or Behavioral Sciences or permission of Instructor. Course Notes: RDG113 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.

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 diversity 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.

REL206 **3 Credits**

Religion in America

Introduction of the rich tapestry of religious traditions and movements that have helped to shape the United States of America. Investigate how religion has impacted American culture and institutions, and how the United States has in turn transformed long-standing religious traditions. Prerequisites: None.

REL290 **3 Credits**

Women and World Religions

Focus on the role of women in several organized religions and/or religious sects. Study of myth and symbols as they are used to establish, maintain, and enforce sex roles within specific cultural contexts around the world. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

Senior Living Management (SLM)

SLM110 **3 Credits**

Introduction to Senior Living Management

Comprehensive overview of the senior living industry. Includes different types of senior living housing, models of service delivery, and the roles and responsibilities of senior living managers. Also covers changing demographics, the future of senior living, and emerging models of care. Prerequisites: None. Course Notes: SLM110 covers a body of knowledge for students to be able to sit for the state licensure exam. Out-of-state students will be required to research their own state-specific licensure requirements.

SLM112 **3 Credits**

Adult Development and Aging for Senior Living Facilities

Overview of topics related to aspects of adult development and aging for senior living facilities. Includes diversity and cultural competency, resident rights and advocacy, and etiology of Alzheimer`s and other related disorders and mental health illnesses. Prerequisites: None.

SLM113 **3 Credits**

Resident Care and Management in Senior Living Facilities

Overview of delivery of quality services to residents of senior living and long-term care facilities. Covers methods for assessing residents and developing individual service plans including nutrition and health planning. Also includes the role of families and advanced care planning. Prerequisites: None.

SLM114 **3 Credits**

Organizational Management in Senior Living

Overview of roles and responsibilities of senior living administrators and managers. Review of models of hospitality and organizational effectiveness, structures, and behaviors. Prerequisites: None.

SLM116 **2 Credits**

Human Resource Management in Senior Living Facilities

Examination of the principles of human resource management as it relates to senior living facilities. Includes employment issues related to recruiting, selecting, training, and evaluating personnel. Issues related to staffing, scheduling, and developing staff also covered. Prerequisites: None.

SLM117 **2 Credits**

Financial Management and Marketing Practices in Senior Living Facilities

Overview of principles of financial management. Includes budgeting, financial planning, reimbursement procedures, third party payment systems, and governmental and legal regulations. Also covers basic principles of marketing and applications for senior living facilities. 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 ongoing operations of the Internet site. Prerequisites: None.

SBS230 **2 Credits**

Financial and Tax Management for Small Business

An overview of accounting and recordkeeping 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.

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.

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.

SOC241 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in SPA117 or permission of Department or Division. Completion of prerequisites within the last three years is required.

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: A grade of C or better in 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.

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: A grade of B or better in 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 relating to human anatomy and physiology emphasized. Prerequisites: A grade of B or better in 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: A grade of C or better in 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: A grade of C or better in 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.*

SPA235* **3 Credits**

Advanced Spanish Conversation I

Continued development of skills in conversational fluency. Class conducted completely in Spanish. Prerequisites: A grade of C or better in SPA226 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: A grade of C or better in 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: A grade of C or better in SPA265, or permission of Department or Division. Completion of prerequisites within the last three years is required.

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.

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 languagess. Prerequisites: None.

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 a grade of C or better in 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 a grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

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.*

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.

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.

THF206 **3 Credits**

Introduction to Television Arts

History and development of electronic media and its impact on popular arts. 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.

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.

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, handling 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: A grade of C or better in UCS115.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in 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: A grade of C or better in 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: A grade of C or better in UCS118.

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 and rate change. Prerequisites or Corequisites: A grade of C or better in UCS105 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 data. 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 multiple service orders, turn-on orders, miscellaneous orders, trouble and outages and electrical safety hazard orders. Customer service and professional interpersonal communications emphasized. Prerequisites or Corequisites: A grade of C or better in UCS126 or Corequisites: 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.

UCS134* **3 Credits**

Advanced Public Utility Processing

Procedures for practical application in processing public utility customer requests. Includes advanced billing inquires, collection, and documentation procedures, as well as energy usage analysis and consumption rates. Meter reads, billing adjustments, and rebilling miscellaneous charges also covered. Prerequisites or Corequisites: UCS128.

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: A grade of C or better in 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: A grade of C or better in UCS135.

Utilities Technology Partnerships (UTP)

UTP110* **1 Credit**

Hand and Power Tools for Linemen

Use, maintenance, and safety procedures for common hand and power tools used in the electric power industry. Prerequisites: None.

UTP111* **4 Credits**

Line Work Equipment and Safety

Overview of the line work industry including its history, technological developments, and current practices. Covers an introduction to industry equipment and tools with a focus on safety practices and procedures. Inspection and maintenance of equipment and tools used in pole climbing and cover-up procedures. Emphasis on safety operations. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

UTP112* **3 Credits**

Line Construction

Introduction to line construction equipment and procedures. Includes personal protective equipment, climbing equipment, and basic line materials. Also covers procedures for handling wood poles, de-energized lines, and one-man pole-top rescues, in addition to equipment and procedures for grounding and creating a safe zone. Prerequisites: None.

UTP113* **3 Credits**

Rigging Fundamentals

Fundamentals of rigging for linemen. Includes safe use of rigging components including ropes, knots, handlines, and block and tackle. Covers rigging calculations and approaches to basic rigging tasks, in addition to hazards. Prerequisites: None.

UTP114* **3 Credits**

Line Construction Procedures

Line construction procedures including pole change out, horizontal line construction, and taking lines out of service. Covers distribution line symbols, compatible units, and second point of contact, in addition to calculating pulling tension and procedures for stringing overhead service and approaching hot circuits. Prerequisites: None.

UTP115* **2 Credits**

Underground Line Construction

Introduction to underground line construction. Includes a comparison of duct and vault underground systems. Also covers Blue Stake laws and markings, procedures for pulling and maintaining underground cable, and safety considerations for trenching and excavating. Prerequisites: None.

UTP150* **3 Credits**

Introduction to Transformer Theory

Introduction to transformers and transformer theory. Covers the basic structure, components and applications of single-phase and three phase transformers. Includes interpretation of transformer nameplates, in addition to characteristics and functions of distribution transformers. Prerequisites: None.

UTP151* **3 Credits**

Transformer Theory Design and Function

Comparison of function of various types of transformers. Includes design of single-phase and three-phase transformers, as well as safety procedures and precautions for energizing transformers. Also covers wiring transformers in parallel and three-phase connection diagrams. Prerequisites: None.

UTP152* **3 Credits**

Transformer Diagramming and Calculations

Diagramming and calculations in transformer theory. Includes use of the Pythagorean Theorem and sine and cosine waves and functions to complete calculations. Also covers secondary and primary voltage, voltage ratio and loss calculations, in addition to blueprint reading. Prerequisites: None.

UTP155* **3 Credits**

Introduction to Hot Stick

Introduction to hot stick terminology, tools, and procedures. Includes procedures for cleaning, storage, and handling in addition to inspection and testing. Also covers tie-wires, preform ties, hold tags, and live line tailboard development. Prerequisites: None.

UTP156* **3 Credits**

Hot Stick Theory and Calculations

Rigging theory and calculations for hot stick application, including Working Load Limit (WLL). Also covers slings, personal protective grounding, and protective cover, in addition to energized conductors and liness. Prerequisites: None.

UTP157* **3 Credits**

Hot Stick Work Site and Equipment

Hot stick work site, materials, and equipment procedures. Covers fault location, meter load, tower erection, and phasing sequences in addition to procedures for managing safety in confined spaces. Also includes cable preparation and pulling procedures as well as equipment and site operations and safety. Prerequisites: None.

UTP210* **2 Credits**

Personal Protective Grounding

Considerations and procedures for personal protective grounding with a review of basic electrical circuits. Covers function, sizing, and installation of protective grounding sets on trucks, underground distribution systems, and construction projects. Also covers resistance testing, equipotential zones, lightning protection, and live line tools. Prerequisites: None.

UTP211* **3 Credits**

Overhead Distribution Line Design

Introduction to overhead distribution line construction design. Includes overhead construction standards, distribution pole standards, and primary construction units as well as controls and installation standards for various types of capacitors. Also covers clearances, calculations, drawings, and design criteria for overhead distribution line design. Prerequisites: None.

UTP212* **3 Credits**

Underground Distribution Line Design

Introduction to underground distribution line construction design. Includes construction assembly units, capacitor banks, switching, and fusing as well as applications for conduit and feeder riser compatible units. Also covers clearances, calculations, drawings, and design criteria for underground distribution line design. Prerequisites: None.

UTP215* **2 Credits**

Emerging Technologies

Overview of emerging technologies in electrical energy production. Includes applications, limitations, and advantages of various types of alternative energy. Also covers characteristics of and advantages to the use of fiber optics. Design and function of Extra High Voltage (EHV) lines also examined. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

UTP216* **3 Credits**

Transformer Operations and Troubleshooting

Advanced transformer operation and troubleshooting procedures. Includes characteristics of three-phase systems, distribution capacitors, and fusing. Covers transformer calculation including voltage regulation, fault current, and load. Procedures for isolating and testing transformers and system change-out also covered. Prerequisites: None.

UTP217* **3 Credits**

Electrical Substations

A comparison of operation and design of various types of substations. Includes construction planning, design, diagrams, and blueprints, in addition to hazards and safety issues. Also covers substation stresses, superstructures, and equipment function and maintenance. Prerequisites: None.

UTP250* **1 Credit**

Maps and Schematics for Linemen

Components, coordinates, and symbols for maps and schematics used by linemen. Also includes procedures for access and navigation of mobile Geographic Information Systems (GIS). Prerequisites: None.

UTP251* **2 Credits**

Metering Theory for Linemen

Concepts of energy measurement and metering theory for linemen. Includes the power triangle and various metering types, ratings, and strategies for troubleshooting metering problems. Prerequisites: None.

UTP255* **2 Credits**

Power Distribution Operations

Transmission and Generation Operations (TGO), Distribution Operations Center (DOC), and Power Distribution Operations (PDO) organization and responsibilities. Prerequisites: None.

UTP258* **3 Credits**

Applied Line Topics

Applied line topics for linemen. Includes rigging calculations and derating factors as well as diagramming of three-phase vectors and wiring. Also covers procedures, documentation, and restrictions for receiving, modifying, and releasing clearances. 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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MARICOPA
COMMUNITY COLLEGES

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