CREATE YOUR FUTURE

RIO SALADO COLLEGE
A MARICOPA COMMUNITY COLLEGE

2025-2026 CATALOG

PRESIDENT'S MESSAGE

Welcome to Rio Salado College— where we empower learners everywhere through innovative education.

We are honored to support you on your educational journey. We offer nearly 600 online classes and more than 149 programs of study. We help students seamlessly transfer to 35 university partners. We serve students around the globe and at home. We help thousands of full-time workers complete relevant coursework to get ahead in their jobs and satisfy professional training requirements. We offer two bachelor's degrees; a Bachelor of Arts in Education with dual certification in Elementary/Special Education and a Bachelor of Applied Science in Public Safety Administration.

As you will see in our catalog and website, you have a wealth of opportunities to expand your knowledge, wisdom and skills that enrich your life— through our coursework, student life activities, and comprehensive student support services. Rio Salado College is what you want it to be. We hope you take full advantage of all the opportunities that await you.

We look forward to being of service to you— wherever you may be on your educational journey.

Sincerely,

Kate Smith
Rio Salado College 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

EMPOWER LEARNERS EVERYWHERE THROUGH INNOVATIVE EDUCATION.

MISSION

We redefine the educational experience by anticipating the needs of our students and future workforce. We support learners where they are and provide high-quality, flexible, and accessible education to empower individual goal attainment, foster partnerships, and strengthen communities.

VALUES

Rio Salado College honors everyone's unique qualities and perspectives with respect and dignity.

We value you.

Rio Salado College Administration

Kate Smith, Ed.D.
President

Devi Bala, M.B.A.
Vice President, Administrative Services

Janelle Elias, M.A.Ed.
Vice President, Academic Affairs and
Vice President, Strategy & Advancement

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

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

Sarah Vandermark, Ph.D.
Vice President, Student Affairs

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

Rachelle Clarke, M.Ed.
Dean, Student Affairs

Tamara Cochran, Ed.D.
Dean, Instruction and Community Development

Patti Curtis, M.A., M.Ed.
Dean, Student Affairs

Yolanda Espinoza, M.Ed.
Dean, Strategy & Advancement

Rick Kemp, M.Ed.
Dean, Academic Affairs

Miguel Lucas, Ed.D.
Dean, Academic Affairs

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

Heather Tyler, M.A.
Dean, Academic Affairs

Melissa Carpenter, Ed.D.
Associate Dean, Instruction and Community Development

Aaron Coe, Ed.D.
Associate Dean, Strategy & Advancement

Elizabeth Cole, M.Ed.
Associate Dean, Community Development

Zach Lewis, M.Ed.
Associate Dean, Institutional Research

Jennifer Mims, Ph.D.
Associate Dean, Instructional Design and Technology

O. Tafari Osayande, M.A.
Associate Dean, Community Standards

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
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

Real Estate: Pre-License
Arizona Department of Real Estate
100 N 15th Ave #201
Phoenix, AZ 85007
www.azed.gov/

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.

Robert Bergman, A.G.S., Glendale Community College; B.A., M.A., Arizona State University

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

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

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.

Karyn Fought, B.S., Cook College (Rutgers University); M.S., Rutgers University; Ph.D., Rutgers University.

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

Mijolae Henley, B.S., Arizona State University; M.Ed., Northern Arizona University; Ed.D., University of Southern California.

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

Laura Liuzzo, B.S., M.Ed., J.D., Arizona State University.

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

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

Jennifer Moore, B.S., Arizona State University; M.S., University of Phoenix.

Monica Nenad, B.S., Marquette University; M.Ed., Carthage College; D.H.Ed., A.T. Still University.

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

Trish Scalzo, B.A., The University of Akron; M.A., The Arizona School of Professional Psychology; Psy.D., Argosy University.

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.

Beth Siwek, B.S., Purdue University; MPH, University of North Carolina at Chapel Hill.

Lamont Slater, B.A., Morris Brown College; MLA, St. Edwards University; Ph.D., Salve Regina University.

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

Donna Tannehill, B.S.; M.S., University of Colorado, Boulder; Ed.D., Nova Southeastern University.

Michelle Traveler, A.A., South Mountain Community College; B.S., Arizona State University; M.B.A., Keller Graduate School of Management; Ph.D., Capella University.

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

Kenneth Wilk, B.S., Northern Arizona University; M.A.,University of Nebraska.

Emeritus Distinction Faculty

Diana Abel, Ed.D.
Janine Adkins, Ph.D.
Angela Ambrosia, Ph.D.
Julie A. Bertch, Ph.D.
Kirk Bowden, Ph.D.
Patricia Case, Ph.D.
Beatriz Cohen, M.C.
Hazel M. Davis, M.L.S.
Laura Helminski, M.S.
John Jensen, M.A.
Janet Johnson, Ph.D.
Angela Kwan, M.A.
Thomas Lombardo, Ph.D.
Willie Minor, Ed.D.
Robert Semmler, M.S.
Kerrie Specker, Ed.D.
Jean Tease, Ed.D.
Wanda Tucker, 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) 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 **2025-2026** Rio Salado College Catalog includes program requirements for new students enrolling in **the Summer 2025 semester, the Fall 2025 semester and the Spring 2026 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 **338**. 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 **523**
- **Certificate and degree programs** on pages **9-11**
- **Tuition and Fees** information on pages **303-305**

Use this catalog to find out about **certificate and degree requirements**. This information is located on pages **43-276**. **Course numbers and descriptions** (on pages **427-522**) 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 **303-305**), **Policies and Procedures** (pages **277-426**), **Academic Advisement** (page **27**), **Counseling/Career Services** (page **29**), **How to Register** (page **36**), **Bookstore** (page **28**), and **Tutoring** (page **41**). Other areas include Rio Salado's **Library Services** (page **33**), **Study Skills** (pages **24-25**), and **Writing Tips** (page **24**).

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)	480-517-8196	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 Services
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	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
Military Advisement	480-517-8153	Military and Veterans Services
Name Change	480-517-8540	Admissions, Records and Registration
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	480-517-8196	Conduct and Community Standards
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 Services
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	480-517-8330	Student Business Services Office
Tutoring	480-517-8304	Tutoring
Veterans Benefits	480-517-8153	Military and Veterans Services
Withdrawing from College	480-517-8540	Admissions, Records and Registration

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Degree & Certificate Programs

Bachelors of Arts (BA) Degree

BA: Bachelor of Arts, Elementary Education and Special Education (BAEE/SPED)

Bachelors of Applied Science (BAS) Degree

BAS: Bachelor of Applied Science, Public Safety Administration

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 (AA-EE) Degree

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 Science (AS) Degrees

AS: Associate in Science

AGEC S: Arizona General Education Curriculum

Associate in General Studies (AGS) Degree and General Education Requirements

Associate in Applied Science (AAS) Degree and General Education Requirements

Accounting
Addictions and Substance Use Disorders
Administration of Justice Studies
Cybersecurity
Dental Hygiene
Early Childhood Education
Forensic Science
General Business
Information Technology
Management
Mobile App Development
Organizational Management
Paralegal
Programming and Systems Analysis
Public Administration
Quality Customer Service
Retail Management
Risk Management and Insurance
Semiconductor Manufacturing
Web Design/Development

Certificates of Completion

Accounting
Addictions and Substance Use Disorders Level I
Addictions and Substance Use Disorders Level II
Administration of Justice
Amazon Web Services Cloud Practioner
Amazon Web Services Cloud Associate
Android App Development
Certified Bookkeeping
Child and Family Organizations Management and Administration
Computer System Configuration and Support
Computer System Configuration and Support, Network
Computer System Configuration and Support, Security
Corrections
Cross-Platform App Development
Cyber Engineering
Cybersecurity Fundamentals
Data Analytics
Desktop Support
Early Childhood Education
Early Childhood Education Management and Administration
Enrolled Agent
Entrepreneurial Studies Level I
Entrepreneurial Studies Level II
Esports Business Operations
Foundations of Behavioral Sciences
Foundations of Early Childhood Education
Foundations of Mobile App Development
General Business
Homeland Security

Human Resources Management
Infant and Toddler Development
Introduction to Semiconductor Manufacturing
iOS App Development
Law Enforcement
Legal Studies
Management
Microsoft Office Professional
Microsoft Office Specialist
Mobile App Development
Native Mobile App Development
Organizational Leadership
Paralegal
Precision Optics Level I
Preschool Education
Professional Addictions Counseling
Programming
Programming and Systems Analysis Level I
Programming and Systems Analysis Level II
Public Administration
Quality Customer Service
Real Estate: Prelicense
Retail Management
Risk Management and Insurance
Semiconductor Manufacturing
Small Business Management Level I
Small Business Management Level II
Substance Use Prevention and Interventions
Sustainable Food Systems
Sustainable Food Systems: Food Service
Sustainable Food Systems: Food Entrepreneur
Victimology
Web App Development
Web Design
Web Foundations
Windows App Development

Recognitions of Academic Achievement

Academic Certificates

Creative Writing
Foundations of Sports Medicine
Language and Literary Culture of the USA
Language Studies
Spanish and Spanish Culture
Sustainability
Sustainability and Ecological Literacy

Traditional Post-Baccalaureate Programs

Elementary Education, Grades K-8, Arizona Teacher Certification
Secondary Education, Grades 6-12, Arizona Teacher Certification
Special Education, Grades K-12, Mild-Moderate Disabilities, Arizona Teacher Certification

Teacher-in-Residence (TIR) Post-Baccalaureate Programs

Elementary Education Grades K-8, Alternative Teaching Certification
Secondary Education Grades 6-12, Alternative Teaching Certification
Special Education, Grades K-12 Mild-Moderate Disabilities, Alternative Teaching Certification

Teacher Endorsement Programs

Art, PreK-12 Endorsement
Mathematics, K-8 Endorsement
Music, PreK-12 Endorsement
Physical Education, PreK-12 Endorsement
Reading, K-8 Endorsement
Special Education Endorsement, Mild/Moderate Disabilities
Structured English Immersion (Full), PreK-12 Endorsement

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 and Detention
- Law Enforcement Training
- Quality Customer Service
- Workforce Development and Community Re-Entry

Certificates of Completion

- Advanced Corrections and Detention
- Advanced Juvenile Corrections
- Advocate Driven Healthcare: Customer Service
- Airline Operations: Reservations and Ticketing Services
- Automotive Insurance: Customer Service
- Bank Account Management: Customer Service
- Basic Automotive Maintenance
- Basic Corrections
- Basic Detention
- Broadband Telecommunications: Field Operations
- Business Technology: Customer Service
- Credit Counseling: Customer Service
- Debt Resolution: Customer Service
- Debt Resolution: Sales
- Educational Construction Trades Partnership: Carpentry
- Educational Construction Trades Partnership: Carpentry, Commercial and Residential
- Educational Construction Trades Partnership: Electrical
- Educational Construction Trades Partnership: Electrical, Commercial and Residential
- Educational Construction Trades Partnership: Plumbing
- Educational Construction Trades Partnership: Plumbing, Commercial and Residential
- Educational Construction Trades Partnership: H.V.A.C.r Residential Service
- Emergency Communications
- Emergency Medical Technology
- Financial Services Retirement Accounts: Customer Service
- Firearms
- Insurance: Customer Service
- Juvenile Corrections
- Law Enforcement Field Training
- Law Enforcement Investigation
- Law Enforcement Training Academy
- Leadership in Public Safety Organizations
- Lineman Technology Level I
- Lineman Technology Level II
- Lineman Technology Level III
- Lineman Technology Level IV
- Loan Consolidation: Customer Service
- Pharmacy Prescription Benefits: Customer Service
- Prescription Prior Authorization: Customer Service
- Property Insurance: Customer Service
- Public Safety Leadership
- Public Safety Technology
- Quality Customer Service
- Search Warrant Preparation
- Utilities: Customer Service
- Water Utility Operations: Account Services and Delivery Management
- Web Hosting: Customer Service
- Workforce Development and Community Re-Entry
- Workforce Development: Foundations in Addictions and Substance Use Disorders
- Workforce Development: Professional Cooking and Sustainable Practices

REACHING OUT TO OUR COMMUNITIES

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

KJZZ/KBAQ

KJZZ 91.5 and KBAQ 89.5 are listener-supported public broadcasting stations licensed to the Maricopa Community College District and a community service of Rio Salado College's Division of Public Service. KJZZ features a mix of award-winning local and NPR news, entertainment, jazz and blues—serving more than 298,000 weekly listeners. KBAQ is the only classical music station in the Valley— serving more than 157,000 weekly listeners. Listeners can also access programming online at kjzz.org and kbaq.org.

Jazz music comes alive at jazz.kjzz.org 24 hours a day all week long. The Phoenix team brings you curated jazz each weekday and is complemented by jazz from national sources with the latest new and classic artists. You can listen to jazz uninterrupted at jazzphx.org. 91.5 HD2 or on the KJZZ mobile app.

For more information visit https://www.riosalado.edu/about/leadership-and-administration/division-public-service

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, periodicals and other textual materials are available to members at no charge via a special receiver, FM 89.5 HD3, telephone, internet streaming, or podcasts. To volunteer or apply for membership, visit sunsounds.org or call 480-774-8300.

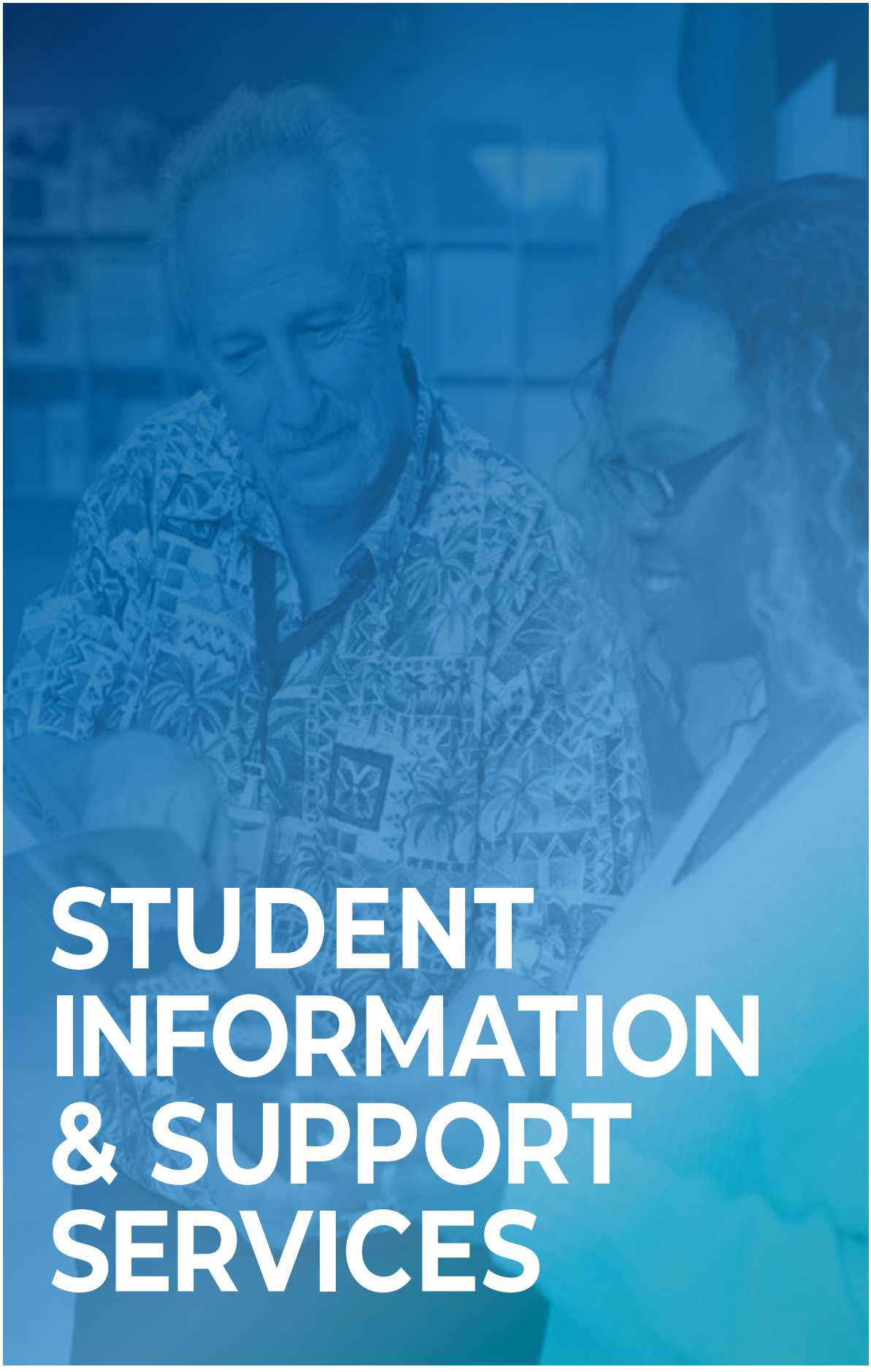
SPOT 127

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

STUDENT INFORMATION & SUPPORT SERVICES

Rio Salado College offers a wide array of student support services, available in-person, online and by phone, to assist you on your college journey and help you achieve your academic goals. Services include academic advising, career counseling, tutoring, instructional and technical support, and onsite and online library services. We also offer an onsite bookstore for your textbooks, class materials and college merchandise. From registration to graduation, you're never alone at Rio Salado.

www.riosalado.edu/student-resources



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: https://www.riosalado.edu/.

Rio Snapshot

- 27 Associate in Applied Science Degrees
- 111 Certificates of Completion
- 9 Academic Certificates
- 16 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 40,000 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 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.

https://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.
- 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: https://www.riosalado.edu/student-resources/riolearn

My Maricopa Student Portal

My Maricopa Student Portal is the Maricopa Community College's student-success portal, designed to provide you with quick and easy access to everything from your class schedules and grades to your advisor and up-to-date financial aid information. Download the app today at portal.maricopa.edu.

Self-Serve

A 24/7 online self-service hub, https://www.riosalado.edu/student-resources/admissions-records-and-registration/self-service-and-register-online 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. When you're pursuing a degree or certificate at Rio Salado College, you will have an assigned Academic Advisor who specializes in your Field of Interest. To find your advisor, login to RioLearn.org. Call **480-517-8580** or visit: www.riosalado.edu/advisement if you have questions.

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 $97/credit tuition (for Maricopa County residents).

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 and Career Services

Counseling faculty are available to assist currently enrolled students in the areas of career guidance, time management, test anxiety, job search preparation, personal goal achievement or personal problems. For an appointment, call **480-517-8785**, email: counseling.receptionist@riosalado.edu or visit: www.riosalado.edu/counseling

Financial Aid

Grants, student loans, and scholarships are available to assist eligible students with allowable educational expenses. Call **480-731-8900** 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: instructional.helpdesk@riosalado.edu

Library Services

The Rio Salado Library provides a wide variety of materials and online services to support student learning. Live research support is available through Ask a Librarian 24/7 Chat.
Visit: www.riosalado.edu/student-resources/library or call **480-517-8424** or **1-866-670-8420**.

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: https://www.riosalado.edu/schedule.

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. Visit: www.riosalado.edu/block for more information.

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:
https://www.riosalado.edu/help/technology-helpdesk.

Tutoring

Rio Salado College provides free learning support and tutoring in various subjects, including preparation for GED and placement exams. We offer quality academic support virtually face-to-face and in-person. Our services are tailored to the diverse learning needs of Rio Salado students. In addition to content tutoring, we offer study strategies consultations to strengthen your academic skills for learning online. Our in-person and virtual services are offered at various campuses. Please visit: www.riosalado.edu/tutoring for a location near you. Additional online tutoring is available for free through Brainfuse. Tutoring for selected subjects is available 24/7. For more information, please visit: www.riosalado.edu/tutoring.

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.

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 Misconduct: A violation of the MCCCD Academic Misconduct Policy (including cheating and plagiarism). Students may expect sanctions as specified in the college catalog. Visit: https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#11

Academic Program (also referred to as 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.

Alumni: Graduates or former students of a school, college or university. For more information on Rio Salado College's Alumni Association, visit: https://www.riosalado.edu/community/alumni.

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 requiring 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.

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.

Cheating: Any form of dishonesty in an academic exercise.

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

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.

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: Counselors are available to help you with academic, personal, career, and job hunting skills.

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.

Course Sequence: A succession of courses in which each course is a prerequisite for the next. This course succession ensures the building of knowledge, skills, and habits of mind across the curriculum.

Credit for Prior Learning: Learning acquired through, for example, work experience, independent study and non-credit courses can be evaluated for possible college credit. For more information, visit https://www.riosalado.edu/student-resources/testing-services/credit-prior-learning.

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.

Critical Course: A course that is highly predictive of future success in a particular pathway map and that students must pass to be allowed to proceed. It can also be predictive of success at the relevant transfer institutions and/or in the workplace. Examples include PSY101, BIO201, and MAT120. A critical course is tagged in the e-system so that data can be pulled to identify students who will need intervention, and to inform improvements to a pathway map.

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

Distance Learning: Courses you can complete either online, hybrid, print-based, or mixed-media

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.

EdReady: A free online resource to help you review concepts and improve your skills in math, English, and reading. Visit https://www.maricopa.edu/future-students/assessment-placement/edready for more information.

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.

Fields of Interest (FOIs): Broad categories of related areas of study, and include educational programs that have related courses, requirements and student experiences. They include program maps with course sequences, student support, and program learning outcomes that meet academic and/or industry requirements across several disciplines and for specific programs of study. Enrollment and completion of courses within Fields of Interest guide students through initial foundational requirements, into more specific programs of study.

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.

Gateway Course: The first college-level discipline specific course for a pathway map. Gateway courses are for college credit and apply to the requirements of a degree or certificate.

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.

Guided Pathways and Integrated Student Support: Fully mapped out programs that align with career advancement or further education will be provided to students, with proactive academic and career advising at each stage of the student experience.

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

Hybrid Online Course: Hybrid Online courses are a combination of online and live online 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: instructional.helpdesk@riosalado.edu

Integrated Support Services: Coordinated, strategic and personalized services and programs that guide students through their entire experience from connection to the college through completion, transfer or career entry. Integrated support services enable college personnel to identify and monitor factors that impact student success and provide support in a timely and coordinated manner.

Learning Outcomes: Statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

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://www.maricopa.edu/students/.

Milestone: A measurable educational achievement, whether curricular or co-curricular, that includes intermediate outcomes, such as completing foundation courses or a course sequence specific to a discipline within a pathway as well as conventional terminal completions, such as earning a credential or transferring to a baccalaureate program (e.g. completing the following sequence: SPA101, 102, 201, and 202 or obtaining a fingerprint card).

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 Student Portal: 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.

Pathway Map: Also referred to as a program map, a pathway map is a comprehensive pathway to student end goals (e.g., degree, certificate, trade and technical programs, and/or transfer options). The map includes job types, pathway map description, learning outcomes, a course sequence, milestones, and carefully identified critical and gateway courses. A personalized educational plan, or pathway, is informed by the pathway map based on a student's goals, needs, and interests. Along with integrated support, a pathway map provides students with the structure needed for timely completion. It also ensures they are learning what they need to in order to be successful in a chosen career or transfer institution and beyond. The goal is to develop pathways that are as coherent, intentional, and transparent as possible for Maricopa students.

Personalized Academic Plan: A student's personalized route to completion that aligns with their educational goals, interests, and needs. The development of the Academic Plan is informed by a guided pathway and a pathway map.

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

Plagiarism: A form of cheating in which a student falsely represents the work of another as his or her own work. For more information on avoiding plagiarism, please visit: https://www.riosalado.edu/student-resources/library/citation-help/plagiarism.

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 Services) who will supervise the student's distance learning midterms and finals when the student lives outside of Maricopa County.

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

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.

RioConnect: A digital community for Rio Salado students to connect with others: https://inscribe.education/main/riosalado/6754110229500737/home

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

Satisfactory Academic Progress (SAP): Each semester, every student regardless of whether or not they use financial aid to pay for education expenses are measured on both qualitative and quantitative standards in order to maintain Satisfactory Academic Progress (SAP). There are three measures of SAP. Students must meet all three measures. These measures include GPA, pace of progress, and maximum timeframe. For more information, please visit: https://test-mccd-rs.pantheonsite.io/student-resources/financial-aid/maintain-your-eligibility/satisfactory-academic-progress-sap.

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. Visit www.riosalado.edu/block for more information.

Semester Block End Date: The designated end date of a semester block, which is 16 weeks from the semester block start date. Fall and Spring terms have sixteen blocks and Summer has eight.

Semester Block Start Date: The designated start date of a semester block. Fall and Spring terms have sixteen blocks and Summer has eight. Each block is sixteen weeks long.

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 https://www.aztransfer.com/sun/ 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.

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 by which a student is removed from a course after the official drop date. The student's transcript will reflect either a grade of **W** (withdrawn passing - not calculated in GPA) or **Y** (withdrawn failing - counts like an F in GPA calculation).

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 or alienate 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 software applications and platforms that exist today, it is too easy to write and keep writing. Avoid the trap of saying too much as 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 quality writing.

How to Manage Your Time

1. Use a calendar and mark important dates:

- Regularly refer to syllabus for class deadlines.
- Schedule ample 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 become discouraged if you do not complete everything on your list. Focus on the progress you've made.

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, available tutoring services, testing hours and locations, assignments, and important college phone numbers. For online information related to study skills, go to: https://www.riosalado.edu/student-resources/counseling/academic-success-resources

2. Visit the Academic Success Webpage

You will find resources that provide an overview of online classes, as well as tips on taking tests and improving study skills. Visit: https://www.riosalado.edu/student-resources/counseling/academic-success-resources

3. Check Your Course Calendar

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

4. Ask Questions

Do not wait until just before a due date to email 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 RioConnect**

   Rio Salado uses an innovative digital community that allows students to easily connect with their peers, advisors, and faculty to promote engagement and improve outcomes. This interactive space was designed in partnership with Rio Salado's student leaders, incorporating their experience and feedback to ensure that each community is engaging, impactful, and relevant.

   The decision to adopt a digital community strategy aligns with Rio Salado College's commitment to flexible, on-demand student support and to creating an inclusive culture across the institution. Rio Salado created this virtual space, a sort of Virtual Student Union, so students from across the country can connect to get help, share ideas, build relationships, and find encouragement from each other: Check it out at: https://inscribe.education/main/riosalado/6754110229500737/home

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 offline and create a blank document. 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: https://www.riosalado.edu/student-resources/

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. **Make meaningful connections.**
   - By interacting with others, joining student clubs, engaging in personal and professional development workshops.
   - By exploring these connections, you may discover new opportunities and build a sense of belonging

3. **Enlist your family's support.**

4. **Use FREE college resources:**
   - Counseling and Career Services: **480-517-8785**
   - Academic Advisement: **480-517-8580**
   - Tutoring: **480-517-8304**
   - Services for Students with Disabilities: **480-517-8562**

5. **Connect with resources for financial support:**
   - Financial aid
   - Scholarships
   - Your employer

Term Start Dates

Summer:

4/28/2025- 8/11/2025

Fall:

8/25/2025 - 12/8/2025

Spring:

1/12/2026 - 4/27/2026

Semester Block Start Dates for Program Seeking Students:

Please see page 37 for more information regarding Semester Block Start Dates for Program Seeking Students.

Academic Calendar 2025- 2026

Rio Salado College will be closed on the following holidays:

Memorial Day
Monday, May 26

Juneteenth National Independence Day
Thursday, June 19

Observance of Independence Day
Thursday, July 3

Labor Day
Monday, September 1

Veterans' Day
Tuesday, November 11

Thanksgiving Holiday Observance
Thursday-Sunday, November 27-30

Winter Break
Thursday-Thursday, December 25-January 1

Martin Luther King, Jr. Day
Monday, January 19

Presidents' Day
Monday, February 16

Spring Break
Monday-Sunday, March 16-22

Memorial Day
Monday, May 25

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

Academic Advisement

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

Academic advisors will help you select the right classes, choose a Associate, certificate, or degree, discuss transfer credit, look for credit for prior learning opportunities, explore university 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. When you're pursuing a degree or certificate at Rio Salado College, you will have an assigned Academic Advisor who specializes in your Field of Interest. Your advisor will be your main point of contact for selecting the program and courses to meet your goal. Within 24 hours after your admission to the college, your assigned academic advisor's name and contact information displays in RioLearn.org.

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

What can you expect from your advisor?

- A positive relationship built on trust and respect from an advisor who will listen to you.
- Guidance and education from a knowledgeable 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 you:

- Select the right courses to take to meet your program requirements..
- Find college resources, such as tutoring, financial aid, computer lab information or library services that support your end goal.
- Review any prior college or university credit and how it will fit into your current goals.
- Consider appropriate university transfer options.
- Understand the importance of setting goals and help you set reasonable goals each semester.
- With any questions about completing your program and reaching your goals.

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.

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.riosaladoshop.com
2. In Person: 2323 W. 14th St., Tempe, AZ 85281

Bookstore Hours (subject to change):

Monday - Thursday:
9 a.m. - 5 p.m.
Friday-Sunday: Closed

In person:

Monday-Thursday:
9 a.m. - 5 p.m.

Shipping:

Monday-Thursday:
9 a.m. - 4 p.m.
Friday-Sunday: Closed

For more information:

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

www.riosaladoshop.com

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:

- Your home or office within 1-3 business days within Maricopa County or 3-7 business days outside Maricopa County. Prepaid orders only. UPS/USPS 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).

To return books via mail, complete the Return form enclosed with your order and include a copy of 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.

Counseling and Career Services

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

- **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.
- **Resources:** Online workshops and information on personal development and academic success, information on community resources, referrals to appropriate community providers as needed.

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 online. Rio Salado offers resources, handouts, and videos featuring important information for students and alumni making a career change. Featured topics include Personal Branding, Job Searching, Resumes and Cover Letters, and Interviewing. Additionally, students and alumni can request an appointment and browse a list of upcoming events and workshops related to these and other popular topics.

https://www.riosalado.edu/student-resources/career-services

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
CPD160	Introduction to Multiculturalism, 3 credits
CPD180	Human Resilience: Cognitive, Emotional, and Behavioral Applications, 3 credits
FYE101	Introduction to College, Career and Personal Success 1 Credit
FYE103	Exploration of College, Career and Personal Success 3 Credits

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

Locations for In-Person Counseling

For an appointment or to speak with a Counseling faculty, call the location nearest you or send us an e-mail at:

counseling.receptionist@riosalado.edu

Please note: In-Person Counseling is available at other Rio locations upon request.

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

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

RSC Northern
1715 W. Northern Ave.
Phoenix, AZ 85032
480-377-4200

Disability Resources and Services

Rio Salado provides services and information which promote a successful learning experience for students with documented disabilities. 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: https://www.riosalado.edu/student-resources/disability-services.

To view the MCCCD Documentation Policy, please visit: https://district.maricopa.edu/regulations/admin-regs/section-2/2-8

Financial Aid

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, 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: https://test-mccd-rs.pantheonsite.io/student-resources/financial-aid/maintain-your-eligibility/satisfactory-academic-progress-sap.
- 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: https://test-mccd-rs.pantheonsite.io/student-resources/financial-aid/legaldisclosure/withdrawal-and-return-funds.
- 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 **277-426**.

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: https://www.riosalado.edu/student-resources/financial-aid/types-aid/scholarships.

Office hours for Financial Aid:

Monday - Friday:

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

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

Summer hours may vary from this schedule.

Please call **480-731-8900** for assistance with financial aid or scholarships.

Graduation

When a student wishes to participate in Commencement, they must complete a Commencement participation application prior to **March 31**. 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

The Honors Program offers a variety of scholarships to reward students who maintain a **GPA at or above 3.25**. Part-time, full-time, traditional, non-traditional, dual enrollment, and dental students are all welcome to apply! Applications must be submitted before classes start dates for both the Fall and Spring semesters. The Honors Program expectations includes co-curricular activities for all accepted applicants. Co-curricular activities are designed to enrich and enhance your educational experience in the Rio Salado College Honors Program. Each semester, you may choose from a variety of preapproved activities to satisfy this requirement. The activity must be outside of your required coursework (not required for credit in a class). Honors awardees who take honors courses will see this noted on transcripts for graduation! Check out our website for more information: https://www.riosalado.edu/honors.

Honors Eligibility

Students who have:

1. 12 or more completed college-level (100- or 200-level) credits within the Maricopa County Community College District
2. A cumulative GPA of 3.25 or higher
3. High school or equivalent secondary educational program (ESEP) students who have graduated within the past year
4. All students must have a lawful presence in the United States in order to receive a scholarship and award funds

Honors Student Benefits

Honors Program students enjoy many benefits including:

- Cash scholarships and awards: Honors Achievement Award (HAA), Presidents Honors Scholarship (PHS), Chancellor's Scholarship
- Honors credit that is reflected on your college transcript
- Co-curricular opportunities
- Free tickets to the Musical Instrument Museum and the Phoenix Symphony
- Help in applying for additional scholarships
- Honors Projects designed to expand your critical thinking, writing, and language skills
- Class sections available only to Honors students

Please fill out the application below to apply!
https://learnatrio.com/HonorsProgramApplication

For more information about the Honors Program, please visit:

https://www.riosalado.edu/honors.

For more information about the Computer Labs, please visit:

https://www.riosalado.edu/student-resources/computer-labs

Instructional Computing

Serving the General Public

At Rio Salado College, learning 21st Century technology skills is flexible and convenient.

- Our Computer Labs offer both in-person and online student assistance. In-person assistance is offered at both the Northern and Tempe locations. Online assistance is available for students at the Virtual Computer Lab Lobby.
- Computer Technology classes can be taken from your home, office, or at one of two computer labs.
- Computer Technology certificate and degree programs are available. For a complete listing, visit:

https://www.riosalado.edu/degrees-certificates/computer-and-information-technology

https://www.riosalado.edu/student-resources/computer-labs

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.

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:

https://www.riosalado.edu/student-resources/computer-labs

Computing Resources

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

International Education

Rio Salado College is part of the Maricopa Community Colleges network, one of the largest community college networks in the U.S.

Distance Learning students who are U.S. citizens/U.S. residents would follow the regular Admission process. U.S. non-immigrant visa holders or non-visa holders would contact International Education. For more information, please contact us at **480-517-8416** or OIE@riosalado.edu.

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

- MCCCD short term summer study abroad programs
- Earn transferable college credit while studying abroad

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

Library Services

The Library provides:

- Articles
- Books and DVDs
- eBooks
- Streaming media

We're here to help you:

- Reference and research services: Ask a Librarian 24/7 Chat, face-to-face, and telephone support
- Video tutorials: Learn how to find books, articles, eBooks, and more
- Interlibrary loan service: Request books and articles from other libraries
- Library instruction
- Research Guides
- Student Learning OWL (Outcomes Work Lab) – A one-stop resource for achieving mastery of the following college-level skills: Critical Thinking, Writing, Information Literacy, Oral Communication, and Social Responsbility.

How to find us:

https://www.riosalado.edu/student-resources/library

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

480-517-8424

1-866-670-8420

The Rio Salado Library is committed to student success and provides a variety of materials and services to enhance your learning experience.

Make your new mission a college education.

https://www.riosalado.edu/military-and-veteran-services/military-advisement

480-517-8153 or

888-517-8153 (Main)

480-377-4010 (Luke AFB)

For more information about our locations, please visit: https://www.riosalado.edu/about/locations

Military & Veterans Services

Military Services

Rio Salado College is dedicated to supporting military students, spouses, and dependents of active-duty service members and veterans. We offer many online courses and programs that MIL TA and the GI Bill approve. 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 welcome.

Rio Salado participates in the ArmyIgnited program, Community College of the Air Force (CCAF) General Education Mobile (GEM) Partnership, the Department of Defense Troops to Educators Program, the My Career Advancement Account (MyCAA) workforce development scholarship, United States Navy Community College Partner (USNCC), and the Navy College Program Distance Learning Partnership (NCPDLP).

Before enrolling, eligible Service members must speak with an Education Service Officer (ESO) or counselor within their Military Service branch/organization. Once all prior education and/or placement tests have been evaluated toward their specific degree plans, education plans will be provided.

Rio Salado College - Luke AFB

Through Rio Salado's online courses, students can work full-time and earn credit hours per semester in accelerated eight-week sessions. In-person student services offered at Rio Luke include enrollment, registration, academic advising, and testing. These services are open to all students with base access, 16 years 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, National Guard, and reserve forces. Civilians with a military ID card may also use **the Rio Salado Testing Services** (fees may apply).

Why do military students trust Rio Salado College?

- Dedicated Military Advisement Team
- Available weekly start dates
- Centralized services
- Counseling and Career services
- Acceptance of Military credits
- RioConnect Online Community: Military & Veterans

The Military and Veterans Services

The Military and Veterans Services Office (MVSO) is at 2323 W. 14th St., Tempe, Arizona 85281.

All degree-seeking students applying for or receiving military or veterans education benefits must select an approved program of study. As such, students are encouraged to visit with a military academic advisor before enrolling in their courses. Military advisors will assist students in selecting a semester block. Upon completion of enrollment, the MVSO is available to assist students in applying for and understanding the Veterans Administration (VA) education benefits. The MVSO also provides a comprehensive VA Informational Packet (updated yearly) on our website that addresses many VA education benefit policies and questions. You can find additional resources on our website:

https://www.riosalado.edu/start-rio/military-and-veteran-services/Important Veterans Documents | Rio Salado College

Veterans must initially apply for education benefits online through the Department of Veterans Affairs' website.

Students must submit a copy of their Certificate of Eligibility for Veterans Education Benefits and an MCCCD Request for Benefits Form each term they plan to utilize their VA education benefit.

Tuition deferments are provided upon receipt of the MCCCD Request for Benefits Form, an authorized Parent School Letter (letter from your primary school authorizing enrollment at Rio Salado College), and a VA Promissory Note initiated by the MVSO. Deferments are temporary, and the student is responsible for paying his/her tuition and fees on the date specified by the college. The MVSO and the Cashier must approve deferments.

All eligible enrollment certifications will be submitted to the U.S. Department of Veterans Affairs one week after the student's course(s) start date. Upon certification, the student will receive a confirmation email.

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

Office hours for the Military and Veterans Services

Monday through Friday

9:00 am - 5:00 pm

For more information. please let me know.

Please call **480-517-8153** or email: va@riosalado.edu or

military.advisement@riosalado.edu

Registration Checklist

When you contact Rio, have the following information ready:

1. Student Identification Number or your MEID. (Note: See this page below 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 **303-305**.
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

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. Visit www.riosalado.edu/block for more information.

Registration can be completed online, by phone, and in-person. For more information on how to register visit http://www.riosalado.edu/selfserve:

Drop/Add

During the drop/add period, students may revise their schedules. Deadlines for full refund and tuition/fee cancellation can be located at https://www.riosalado.edu/student-resources/student-business-services/refunds. Dropping and adding courses could impact your semester block. Visit www.riosalado.edu/block for more information. When registering for "flex start" classes, which start every week, registration must be received by the Monday of the start date.

Contact us to drop/add classes:

- Online at www.maricopa.edu/students
- Call Admissions, Records and Registration at **480-517-8540**
- In person at Rio Salado Tempe and the One Stop Student Services at the Rio Salado Northern location

For locations and hours of operation please visit: www.riosalado.edu/locations.

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.

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: www.maricopa.edu/students

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 each have 16 semester blocks. The Summer term has 8 semester blocks. All semester blocks are 16 weeks in length.

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. No coursework for the following semester block can begin until AFTER the current semester block's end date.

For example, in **Fall Term 2025**, Semester Block 6 begins **September 29, 2025** and ends on **January 17, 2026**. All of your **Fall** classes must be completed within this timeframe. **Spring 2026** classes may not begin until after **January 17, 2026**.

A 16-week class will span the entire semester block and must begin on the semester block start date (unless Monday is a holiday and the class officially begins on Tuesday).

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:
https://www.riosalado.edu/student-resources/admissions-records-and-registration/block-calendar.

2025-2026 Academic Calendar for Program Seeking Students

Programming Seeking 2025 - 2026 Academic Calendar for Program Seeking Students

All course work MUST begin and end WITHIN the student's Fall 2025 Semester Block. **No course work for the student's Spring 2026 Semester Block can begin until AFTER the Fall 2025 Semester Block's end date.

Fall 2025 (16 Starts/16 Weeks) 4256

Block Number	Term StartDate	Term EndDate
1	August 25, 2025	December 13, 2025
2	September 2, 2025	December 20, 2025
3	September 8, 2025	December 27, 2025
4	September 15, 2025	January 3, 2026
5	September 22, 2025	January 10, 2026
6	September 29, 2025	January 17, 2026
7	October 6, 2025	January 24, 2026
8	October 13, 2025	January 31, 2026
9	October 20, 2025	February 7, 2026
10	October 27, 2025	February 14, 2026
11	November 3, 2025	February 21, 2026
12	November 10, 2025	February 28, 2026
13	November 17, 2025	March 7, 2026
14	November 24, 2025	March 14, 2026
15	December 1, 2025	March 21, 2026
16	December 8, 2025	March 28, 2026

All course work MUST begin and end WITHIN the student's Spring 2026 Semester Block. **No course work for the student's Summer 2026 Semester Block can begin until AFTER the Spring 20256Semester Block's end date.

Spring 2026 (16 Starts/16 Weeks) 4262

Block Number	Term StartDate	Term EndDate
1	January 12, 2026	May 2, 2026
2	January 20, 2026	May 9, 2026
3	January 26, 2026	May 16, 2026
4	February 2, 2026	May 23, 2026
5	February 9, 2026	May 30, 2026
6	February 17, 2026	June 6, 2026
7	February 23, 2026	June 13, 2026
8	March 2, 2026	June 20, 2026
9	March 9, 2026	June 27, 2026
10	March 16, 2026	July 4, 2026
11	March 23, 2026	July 11, 2026
12	March 30, 2026	July 18, 2026
13	April 6, 2026	July 25, 2026
14	April 13, 2026	August 1, 2026
15	April 20, 2026	August 8, 2026
16	April 27, 2026	August 15, 2026

All course work MUST begin and end WITHIN the student's Summer 2026 Semester Block. **No course work for the student's Fall 2026 Semester Block can begin until AFTER the Summer 2026 Semester Block's end date.

Summer 2026 (8 Starts/16 Weeks) 4264

Block Number	Term StartDate	Term EndDate
1	May 4, 2026	August 22, 2026
2	May 11, 2026	August 29, 2026
3	May 18, 2026	September 5, 2026
4	May 26, 2026	September 12, 2026
5	June 1, 2026	September 19, 2026
6	June 8, 2026	September 26, 2026
7	June 15, 2026	October 3, 2026
8	June 22, 2026	October 10, 2026

The next available semester block is Fall 2026.

Office hours for the Student Business Services:

Fall & Spring Term Hours

Monday - Friday:

8:00 am - 5:00 pm

For Summer hours. please call **480-517-8330** or visit: https://www.riosalado.edu/student-resources/student-business-services.

The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation: call **480-517-8330** or visit: https://www.riosalado.edu/student-resources/student-business-services

Student Business Services

Student Business Services is located at Rio Tempe. Contact the Student Business Services for:

- Tuition payments
- Fee payments
- 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 or money order to Student Business Services. The mailing address is Rio Salado College, Student Business Services, 2323 West 14th St., Tempe, AZ 85281.

You can now pay for tuition and fees online by going to your Student Portal at http://portal.maricopa.edu Student Center, click the Financial Account tile, you can select Make a Payment in full or you can sign up for a payment plan. (See Tuition Payment Plan for more details).

Please note: Tuition refunds are not automatic. The student must contact Student Business Services after dropping a class. Payments made by check require 10-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 email 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: sbs@riosalado.edu, or call **480-517-8330**.

Tuition Payment Plan:

Maricopa Community Colleges offer student an option to pay their tuition and fees in small increments over a longer period of time by setting up a payment plan through the student portal at http://portal.maricopa.edu. As many as six payments per semester are available to those who register for classes early. 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.

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: https://www.riosalado.edu/student-resources/student-business-services

Tuition and Fee Rates for 2025-2026 Academic Year

Residency Status	Lower Dvision Cost Per Credit/Clock Hour	Upper Dvision Cost Per Credit/Clock Hour
Maricopa County Resident + / ++ All Maricopa County residents and other Arizona counties, not including Apache and Greenlee, are eligible due to reciprocal agreements with each county.	$97 per credit hour	$145.50 per credit hour
Maricopa County Senior Resident All Maricopa County residents aged 65 or older are eligible, but only for courses having seats available as of the second day of class.	$48.50 per credit hour	$72.75 per credit hour
Out-of-State Residing in Arizona Out-of-state residents residing in Arizona who do not qualify for in-state residency.	$372 per credit hour	$420.50 per credit hour
Out-of-County Resident Residents of Apache and Greenlee counties without an Out -of-County Residence Affidavit.	$518 per credit hour	$566.50 per credit hour
Distance Learning/Online+++/++++	$253 per credit hour	$379.50 per credit hour
Out of State Military and Veterans Online For questions related to your eligibility, contact your campus Veterans and Active Duty Coordinator.	$225 per credit hour **or** $2,700 per semester (flat rate with 12 credits or more)	$225 per credit hour **or** $2,700 per semester (flat rate with 12 credits or more)
Western Undergraduate Exchange Program (WUE) ++++	$145.50 per credit hour	$218.25 per credit hour
Clock Hour	$5-$6 per clock hour *Program costs are estimated based on the average number of clock hours to complete the program	N/A
Registration Fee (per semester)	$15.00	
Testing Fees In Person and Rio Virtual Proctoring (RVP) tests *Note: RVP is for current Rio students only and not all Rio courses are available via RVP.*	$35.00	
Audit Fees	$25 per credit hour	
Payment Plan Enrollment Fee (non-refundable) Per semester, per college.	$25.00	
Per Course Fees Some courses and programs may require additional fees charged apart from the tuition. The College reserves the right to add and adjust course fees, as deemed appropriate.		Additional Course Fees List for Rio Salado College *(see below)* ***
Returned Check Fee	$15 per check	
Transcript - Official	$5	
Transcript - Unofficial	Free	

+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 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.

+++++The educational consortium sponsored by Western Interstate Commission for Higher Education (WICHE) allows out-of-state students to take courses offered by MCCCD and pay a tuition of 150% of in-state tuition in accordance with state statute. Likewise, Maricopa County residents may attend institutions in other states and pay 150% of the resident tuition rate. This rate also applies to distance learning classes taken by eligible non-resident out of state students.

****For more information regarding the Out-of-County Affidavit and WUE, please visit:**
https://www.riosalado.edu/student-resources/student-business-services/tuition-and-fees

*****For more information regarding Additional Course Fees List for Rio Salado College, please visit:**
https://www.riosalado.edu/student-resources/student-business-services/tuition-and-fees

Please Note: Tuition rates for the 2025-2026 Academic Year are effective for the Fall, Spring, Summer semesters. For more information on Tuition and Fees, see pages 303-305.

Explore the Student Life & Leadership Opportunities and Get Involved

- Phi Theta Kappa Honor Society
- Democracy Fellowship
- East Valley Rotaract Club at Rio Salado
- National Society of Leadership & Success
- Student Public Policy Forum
- Maricopa Student Senate
- Chancellor's Civic Leadership Medallion
- Leadership Retreats
- Student Clubs and Organizations
- Virtual, Hybrid, In-person Events
- Assistance with Scholarship Applications
- Conference attendance

For more information about the Student Life & Leadership opportunities at Rio Salado, please contact: StudentLife@riosalado.edu

Student Life & Leadership

The Office of Student Life and Leadership (SLL) at Rio Salado is dedicated to enriching the college experience for students by offering a range of activities and opportunities outside the classroom. The SLL team supports students in developing crucial life, career-building, and leadership skills through access to opportunities and resources, participation in leadership groups and societies, student clubs, and civic engagement events. Our goal is to empower students to create a transformative college experience that enhances their success both academically and personally.

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: https://www.riosalado.edu/student-resources/student-solution-center.

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 Office of Institutional Integrity at **480-517-8505** or by email studentcomplaints@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 Community College Coordinating Council (AC4) has jurisdiction over Arizona SARA participating institutions in relation to appealing resolution of 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 Community College Coordinating Council, the out-of-state distance education student must complete Rio Salado College's internal complaint process. Out-of-state distance education students may appeal resolution of SARA-related non-instructional complaints to the Arizona Community College Coordinating Council (AC4) https://arizonacommunitycolleges.org/az-sara/. Upon completion of the institution's and AC4's complaint process, out-of-state distance education students may submit a complaint with the Arizona SARA Council. The Arizona SARA Council has jurisdiction over Arizona SARA approved institutions regarding non-instructional complaints for out-of-state distance education students. Visit the AZ SARA Complaint Process website for more information: https://azsara.arizona.edu/complaints.

Testing Services

The Testing Services 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- let us help you think smarter, not harder! We offer free student-centered academic support tailored to the diverse learning needs of Rio Salado students. In addition to content tutoring, we provide study strategies consultations to strengthen your academic skills for learning online. We offer a safe learning environment where we guide students to become independent and successful learners. For more information, please visit: www.riosalado.edu/tutoring.

Depending on the subject, tutoring is available in these formats:

In-person & virtually | Tempe campus

- Monday through Thursday: 3:00 p.m. to 8:00 p.m.
- Friday: 9:30 a.m. to 11:00 a.m.
- Saturday: 9:00 a.m. to 2:00 p.m.
  (hours may change in the summer)

In-person | Northern campus

- Monday through Wednesday: 9:00 a.m. to 1:00 p.m. & 5:00 p.m. to 9:00 p.m.

In-person | Surprise campus

- Wednesday: 4:00 p.m. to 8:00 p.m.

Additional Online Tutoring | Brainfuse

Brainfuse is a third-party tutoring service contracted by Rio Salado to provide additional tutoring services to students. Brainfuse tutoring is free and provides help in several disciplines, including business, computer and technology, English, health sciences, math, nursing, science, and Spanish. Tutoring is available 24/7 for selected subjects.

To access Brainfuse, visit:

https://www.riosalado.edu/student-resources/tutoring/tutoring-through-brainfuse

For more information, call: **480-517-8304**, email: tutoring@riosalado.edu, or visit: www.riosalado.edu/tutoring

Testing Services 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
480-377-4040

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

Community Services

Adult Education

Adult Education - GED® Test Preparation, English Language, and Career Training Classes

Contact us at **480-517-8110** or gedinfo@riosalado.edu
www.riosalado.edu/abe

Rio Salado College provides programming to help students gain basic skills and literacy with a bridge to college and career. Students can learn the English language, prepare for GED® tests, get workforce preparation and employment skills training, take industry-specific workforce training classes, and get help transitioning to college.

GED® Test Preparation Classes

Classes for students who did not complete high school and high school graduates who need to review basic reading, writing, and math skills.

English Language Classes

Classes for non-native English speakers that focus on reading, writing, listening, and speaking the English language.

Industry-Specific Workforce Training

Students enrolled in GED® test preparation and English language classes also have the opportunity to engage in workforce preparation, employment skills training, and industry-specific training courses in the following fields of interest:

- Applied Technology
- Business, Entrepreneurialism, and Management
- Computer and Information Technology
- Health Sciences

GED® test preparation and English language classes are taught in-person at seven community-based locations across Maricopa County or virtually in a live online format to meet students' needs.

1. **RSC Avondale**
   420 N. Central Avenue, Avondale, AZ 85323
2. **RSC Northern**
   1715 W. Northern Avenue, Phoenix, AZ 85021
3. **RSC Southern**
   3320 S. Price Road, Tempe, AZ 85282
4. **RSC Surprise**
   12535 W. Smokey Drive, Surprise, AZ 85378
5. **RSC Thomas**
   3631 W. Thomas Road, Phoenix, AZ 85019
6. **RSC at Glendale Community College**
   6000 W. Olive Ave., Glendale, AZ 85302
7. **RSC at South Mountain Community College**
   7050 S. 24th Street, Phoenix, AZ 85042

Online GED® Test Preparation Classes

Online GED® classes prepare students of any proficiency for the GED® test to obtain their high school equivalency diploma. Students determine their study time, complete self-paced 14-week courses, and contact their instructor when they have questions or need help. Instructors are available through online messaging, email, phone, and virtually by appointment.

For more information about Online GED® test preparation, call **480-517-8116**.

Adults Achieving a College Education (Adult ACE) Program

Adult ACE is a two-year scholarship program that supports adult students who demonstrate a financial need. Students earn up to 25 college credits, receive academic guidance throughout the program, and are encouraged but not required to complete the academic certificate in the Language and Literary Culture of the USA. The certificate includes general education credits applicable to many RSC and MCCCD certificates and associate degree programs. Students benefit by participating as a cohort in virtual classes twice a week and completing their assignments online.

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

RISE Learning for Life

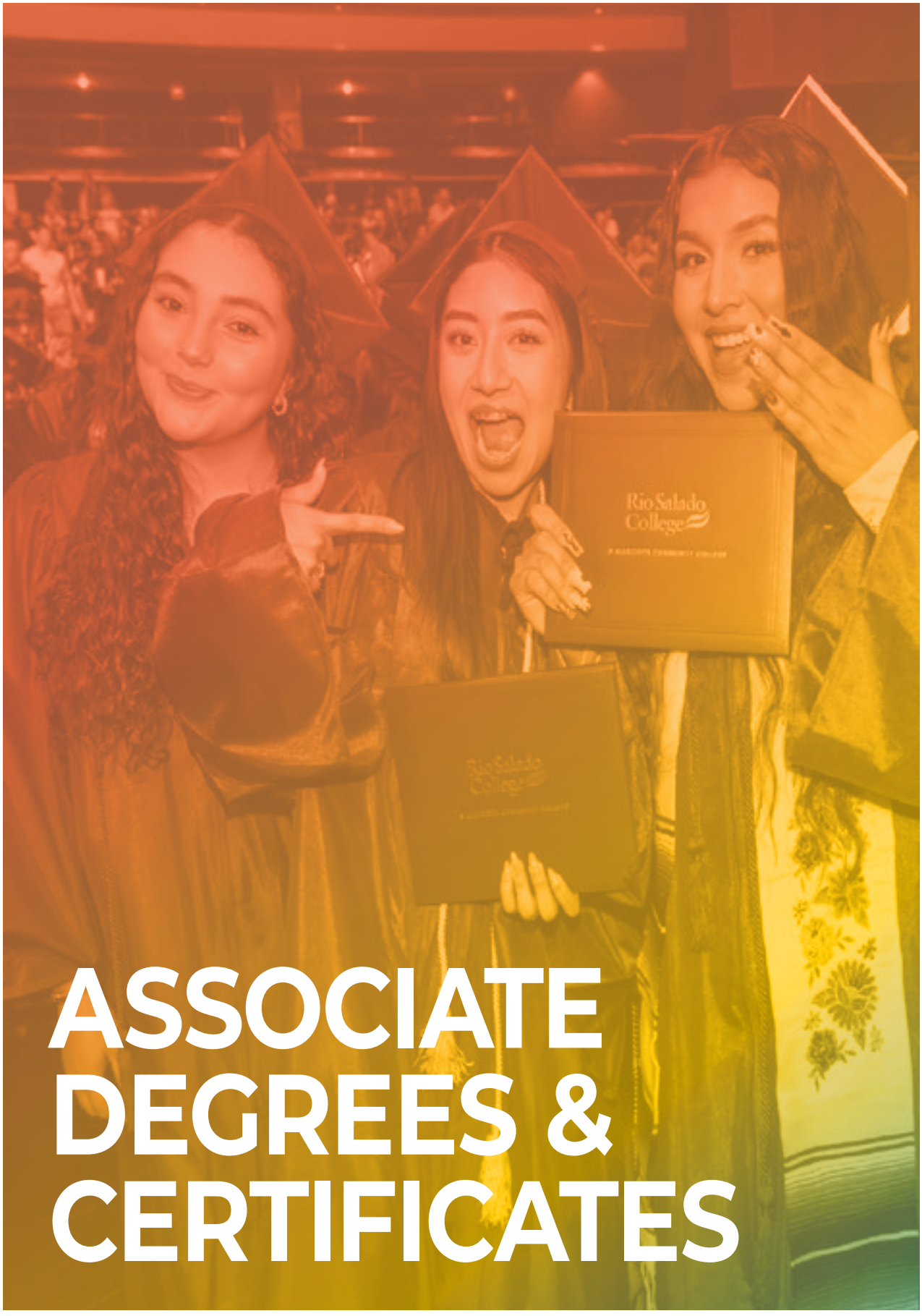
RISE Learning for Life, at RSC Surprise, 12535 W. Smokey Drive in Surprise, Arizona, provides noncredit classes to meet community needs. RISE offers individuals a unique opportunity to enjoy interest-based classes and learn outside of class through free lecture series, travel programs, social events, and informal sessions with a network of friends.

For more information, call **480-377-4262**.

ASSOCIATE DEGREES & CERTIFICATES

Rio Salado offers more than 140 certificate and degree programs, most online, so our students can fit education into their lives. Some certificates are fast-track programs that can be completed in two semesters or less. Almost every certificate program is the foundation for a corresponding associate degree. Several programs were specifically developed to help meet the needs of local communities. All courses that are part of a certificate or degree program are worth college credit.

www.riosalado.edu/degrees-certificates



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Accounting

Associate in Applied Science in Accounting

The Associate in Applied Science (AAS) in Accounting program is designed to provide fundamental skills for individuals planning to enter the field of accounting. Possible entry-level jobs for this program include accounting clerk, accounts payable/receivable clerk, claims clerk, payroll clerk, credit clerk, bookkeeper, accounting intern, tax preparation or comparable positions. This program may prepare students for certification in Certified Bookkeeper (CB), Enrolled Agent (EA), and Certified Payroll Professional (CPP). Certificates of Completion (CCL) in Accounting and Enrolled Agent are available.

Program Code: 3149

CIP Code: 52.0301

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 34-39

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**	
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ACC105 ACC222*	Payroll, Sales and Property Taxes (3) **OR** Payroll Accounting (3)	3
ACC115	Computerized Accounting	3
ACC121 ACC221*	Individual Tax Preparation (3) **OR** Tax Accounting (3)	3
ACC219*	Intermediate Accounting I	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS114DE	Excel Spreadsheet	3
FYE101 FYE103	Introduction to College, Career and Personal Success (1) **OR** Exploration of College, Career and Personal Success (3)	1-3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS120 GBS233*	Workplace Communication Skills (3) **OR** Business Communication (3)	3

Restricted Electives: 6

Students must select six (6) credits from the list below:

ACCxxx	Any additional ACC Accounting course(s) except ACC111, ACC112, ACC211, ACC212, ACC230, ACC240	0-6
GBS131	Business Calculations	3
GBS220*	Quantitative Methods in Business	3
GBS221*	Business Statistics	3
GBS261	Investments I	3
MGT101 MGT175	Techniques of Supervision (3) **OR** Business Organization and Management (3) **OR**	3
MGT229	Management and Leadership I (3)	3

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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.*

Accounting

Oral Communication 3

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

Critical Reading 0-3

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

Mathematics 3-6

Any approved general education course from the Mathematics area. 3-6

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design [HU] area. 3

Social-Behavioral Sciences 3

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

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 24-27

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)	
	OR	
ACC222*	Payroll Accounting (3)	3
ACC121	Individual Tax Preparation (3) **OR**	
ACC221*	Tax Accounting (3)	3
ACC115*	Computerized Accounting	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS114DE	Excel Spreadsheet	3
GBS151	Introduction to Business	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Accounting
(62-73 credits)

Certificate of Completion in:

Accounting
(24-27 credits)

Minimum GPA 2.00

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 and tax. Possible entry-level positions for this program include accounting clerk, accounts payable/receivable clerk, claims clerk, credit clerk, bookkeeper, accounting intern, or comparable positions. An Associate in Applied Science (AAS) in Accounting and a Certificate of Completion (CCL) in Enrolled Agent are also available.

Program Code: 5665

CIP Code: 52.0301

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

Addictions and Substance Use Disorders

Associate in Applied Science in Addictions and Substance Use Disorders

The Associate in Applied Science (AAS) in Addictions and Substance Use Disorders 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.

Program Code: 3302

CIP Code: 51.1501

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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.

Licensing Disclosures

The Associate in Applied Science in Addictions and Substance Use Disorders is designed to meet the coursework requirements for a Licensed Addiction Counselor Technician in the State of Arizona. For students seeking certification or licensure in a state other than Arizona, you may need to fulfill additional coursework or training requirements prior to applying for your certification or licensure, and additional requirements including but not limited to: obtaining a fingerprint clearance card, passing licensure or certification exams, completing supervised work experience in the practice of substance abuse counseling, and/or a supervised practicum.

Review the professional licensure certification disclosures page for information on state boards and program availability in your state.

Required Courses: 40-46

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
CCL in Addictions and Substance Use Disorders Level II (5287)		39-43

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)	6

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 0-3

Mathematics 3

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

Satisfactory completion of a higher-level mathematics course 3

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

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 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 (CCL) in Addictions and Substance Use Disorders Level I focus on theories and techniques, ethics, communication skills, interviewing and documentation, and recovery and relapse.

Program Code: 5283

CIP Code: 51.1501

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Licensing Disclosures

The Associate in Applied Science in Addictions and Substance Use Disorders is designed to meet the coursework requirements for a Licensed Addiction Counselor Technician in the State of Arizona. For students seeking certification or licensure in a state other than Arizona, you may need to fulfill additional coursework or training requirements prior to applying for your certification or licensure, and additional requirements including but not limited to: obtaining a fingerprint clearance card, passing licensure or certification exams, completing supervised work experience in the practice of substance abuse counseling, and/or a supervised practicum.

Review the professional licensure certification disclosures page for information on state boards and program availability in your state.

Required Courses: 21

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
BHS205	Introduction to Individual Counseling Theories	3

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

Addictions and Substance Use Disorders

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 (CCL) in Addictions and Substance Use Disorders Level II focus on advanced theories and techniques, family dynamics and relationships, and multicultural and diverse populations.

Program Code: 5287

CIP Code: 51.1501

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Licensing Disclosures

The Associate in Applied Science in Addictions and Substance Use Disorders is designed to meet the coursework requirements for a Licensed Addiction Counselor Technician in the State of Arizona. For students seeking certification or licensure in a state other than Arizona, you may need to fulfill additional coursework or training requirements prior to applying for your certification or licensure, and additional requirements including but not limited to: obtaining a fingerprint clearance card, passing licensure or certification exams, completing supervised work experience in the practice of substance abuse counseling, and/or a supervised practicum.

Review the professional licensure certification disclosures page for information on state boards and program availability in your state.

Required Courses: 37

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
BHS205	Introduction to Individual Counseling Theories	3

Completion of the above courses fulfills the requirements of the CCL in Addictions and Substance Use Disorders Level I (5283).

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

Restricted Electives: 2-6

ASD280*	Addictions and Substance Use Disorders Practicum	6
ASD285	Addictions Seminar (1) *(Note: ASD285 may be repeated for a total of four (4) credit hours.)*	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

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

Addictions and Substance Use Disorders

Certificate of Completion in Professional Addictions Counseling

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

Program Code: 5164N

CIP Code: 51.1501

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

xx indicates that any suffixed course may be selected..

Licensing and certification requirements vary by state.

Program Prerequisites: 0

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

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

Addictions and Substance Use Disorders

Certificate of Completion in Substance Use Prevention and Interventions

The Certificate of Completion (CCL) in Substance Use Prevention and Interventions program is designed to prepare individuals with the skills necessary to become a substance misuse or addiction prevention specialist, as well as provide continuing education to current professionals. Courses in this Certificate of Completion focus on the skills and disciplinary knowledge necessary for the supervision and implementation of prevention strategies and policies in diverse settings. An Associate in Applied Science (AAS) in Addictions and Substance Use Disorders is also available.

Program Code: 5221

CIP Code: 51.1501

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students enrolled in this program within the state of North Carolina are required to take the following Restricted Elective courses to meet North Carolina Addictions Specialist Professional Practice Board education requirements (**https://www.ncsappb.org**): ASD120, ASD145, ASD285EE, and ASD285GG.

Licensing Disclosures

The Certificate of Completion (CCL) in Substance Use Prevention and Interventions is designed to meet the academic requirements of the International Certification & Reciprocity Consortium domains for the IC&RC Prevention Specialist Examination. The State of Arizona Board of Behavioral Health Examiners does not certify or license Prevention Specialists in Arizona.

For students seeking certification or licensure in a state other than Arizona, you may need to fulfill additional coursework or training requirements prior to applying for your certification or licensure, and additional requirements including but not limited to: obtaining a fingerprint clearance card, passing licensure or certification exams, completing supervised work experience in the practice of substance abuse counseling, and/or a supervised practicum.

Students in California, Louisiana, New York, South Dakota, and Wyoming should not enroll in the Certification of Completion (CCL) in Substance Use Prevention and Interventions program at Rio Salado College because Rio Salado College does not have state approval or meet the education requirements for licensure/certification in those states.

Review the professional licensure certification disclosures page for information on state boards and program availability in your state.

Rio Salado College has also provided information on Voluntary Boards, which are not governmental agencies, that also provide voluntary credentials.

Required Courses: 12

ASD148	Introduction to the Science of Prevention	1
ASD149	Physiology and Pharmacology for Prevention	1
ASD151	Prevention Interventions and Policies	1
ASD152	Family-Based Prevention Interventions	1
ASD153	School-Based Prevention Interventions	1
ASD154	Workplace-Based Prevention Interventions	1
ASD155	Environment-Based Prevention Interventions	1
ASD156	Media-Based Prevention Interventions	1
ASD157	Community-Based Prevention Implementation Systems	1
ASD158	Gambling Disorders Prevention	1
ASD159	Adolescent Substance Use Prevention	1
ASD160	Behavioral Addictions Prevention	1

Restricted Electives: 4

Students must choose 4 credits from the list of Restricted Electives below:

ASD120	Professional Ethics in Addictions and Substance Use Disorders (1)	
ASD145	AIDS and Addiction (1)	
ASD285EE	Domestic Violence and Substance Abuse Seminar (1)	
ASD285GG	Addictive and Medical Plants Seminar (1)	
OR		
ASD285xx	Any ASD Addictions and Substance Use Disorders seminar course (1)	4

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

Addictions and Substance Use Disorders

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:
- Addictions and Substance Use Disorders (62-71 credits)

Certificate of Completion in:
- Addictions and Substance Use Disorders Level I (21 credits)
- Addictions and Substance Use Disorders Level II (39-43 credits)
- Professional Addictions Counseling (11-14 credits)
- Substance Use Prevention and Interventions (16 credits)

Minimum GPA 2.00

Licensing Disclosures for the Addictions and Substance Use Disorders Programs

The Associate in Applied Science in Addictions and Substance Use Disorders is designed to meet the academic requirements for a Licensed Substance Abuse Technician in the State of Arizona.

For students seeking certification or licensure in a state other than Arizona, you may need to fulfill additional requirements prior to applying for your certification or licensure including but not limited to: further coursework or training, obtaining a fingerprint clearance card, passing licensure or certification exams, completing supervised work experience in the practice of substance abuse counseling, and/or a supervised practicum. Review the licensure or certification Board in your state for more information regarding whether Rio Salado's Associate in Applied Science in Addictions and Substance Use Disorders meets or does not meet the academic requirements of a given state.

Students in **Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Minnesota, Mississippi, Nebraska, New York, North Dakota, Oklahoma, Rhode Island, South Carolina, South Dakota,** and **Utah** should not enroll in the Addictions and Substance Use Disorders programs at Rio Salado College because Rio Salado College does not meet the academic requirements for licensure or certification in those states.

Students can visit https://www.riosalado.edu/about/accreditation/program-accreditation for more information on programmatic accreditation.

Licensing Disclosures for the Substance Use Prevention and Interventions Program

The Certificate of Completion in Substance Use Prevention and Interventions is designed to meet the academic requirements of the International Certification & Reciprocity Consortium domains for the IC&RC Prevention Specialist Examination. The State of Arizona Board of Behavioral Health Examiners does not certify or license Prevention Specialists in Arizona.

For students seeking certification or licensure in a state other than Arizona, you may need to fulfill additional coursework or training requirements prior to applying for your certification or licensure, and additional requirements including but not limited to: obtaining a fingerprint clearance card, passing licensure or certification exams, completing supervised work experience in the practice of substance abuse counseling, and/or a supervised practicum. Contact the licensure or certification Board in your state for more information.

Students in **California, Louisiana, New York, South Dakota,** and **Wyoming** should not enroll in the Certification of Completion in Substance Use Prevention and Interventions program at Rio Salado College because Rio Salado College does not meet the academic requirements for licensure or certification in those states.

Students can visit https://www.riosalado.edu/about/accreditation/program-accreditation for more information on programmatic accreditation and availability.

** 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 provides in-depth preparation for students desiring to be practitioners or pursue continued education and advancement in several fields including local and federal law enforcement, the courts, corrections, security, and investigations. The program also provides criminal justice practitioners with the opportunity to complete the Certificate of Completion (CCL) in Administration of Justice as well as one of five Certificates of Completion (CCLs) in Corrections, Homeland Security, Law Enforcement, Legal Studies, and Victimology. A transfer pathway in Criminal Justice is also available (Associate Arts (AA), Emphasis in Criminal Justice) as well as an Associate in Applied Science (AAS) in Forensics and related Certificates of Completion. Additionally, a transfer pathway is also available for the Bachelor of Applied Science (BAS) Public Safety Administration.

Program Code: 3181

CIP Code: 43.0104

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 28-30

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS109	Substantive Criminal Law	3
AJS123	Ethics and the Administration of Justice	3
AJS200	Current Issues in Criminal Justice (3) **OR**	
AJS/EMT/ FSC258	Victimology and Crisis Management in Public Safety (3)	3
AJS212	Juvenile Justice Procedures	3
AJS225	Criminology	3
AJS230	The Police Function	3
AJS240	The Corrections Function	3
AJS260	Procedural Criminal Law	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Restricted Electives: 12-13

Complete twelve to thirteen (12-13) credits from the course options below. Some of these options fulfill requirements for one or more related certificates of completion (CCLs). Consult with an AJS faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

AJS113	Criminal Justice Crime Control Policies and Practices	3
AJS119	Computer Applications in Justice Studies	3
AJS270	Community Relations	3

The following courses fulfill the requirements for the Corrections certificate (5776N):

AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS255	The Criminal Justice System Handling of the Mentally Ill	3
AJS275	Criminal Investigation I	3

The following course fulfills the requirements for the Crime Scene Investigation (5964) and Fingerprint Identification and Photography (5010N):

AJS290BN	Courtroom Testimony Seminar	1

The following courses fulfill the requirements for the Homeland Security (5322N):

AJS/FSC139	Emergency Response to Terrorism	3
AJS/FSC147	Emergency Preparedness	3
AJS/FSC148	Fundamentals of Emergency Management	3
AJS/FSC149	Hazard Mitigation	3
AJS195	International and Domestic Terrorism	3

The following courses fulfill the requirements for the Law Enforcement certificate (5987N):

AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS275	Criminal Investigation I	3

The following courses fulfill the requirements for the Legal Studies certificate (5966N):

AJS201	Rules of Evidence	3
AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS210	Constitutional Law	3

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

Administration of Justice Studies

The following courses fulfill the requirements for the Victimology certificate (5392N):

AJS162	Domestic Violence	3
AJS255	The Criminal Justice System Handling of the Mentally Ill	3
AJSxxx	Any AJS Administration of Justice Studies course not listed under the Required Courses area	3

General Electives: 0-6

Select additional courses 100-level or higher to complete the minimum total program credits required for this degree.

Select courses not already listed in Required Courses, Restrictive Electives, or General Education requirements. Consult with an AJS faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals

General Education Requirements: 16-22

General Education Core: 12-18

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) 6

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) 3

Critical Reading 0-3

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

Equivalent as indicated by assessment

Mathematics 3-6

MAT140*	College Mathematics SUN# MAT1142 (5) **OR**
MAT141*	College Mathematics SUN# MAT1142 (4) **OR**
MAT142*	College Mathematics SUN# MAT1142 (3) **OR**
MAT145	College Mathematics with Review SUN# MAT1142 (5) **OR**
MAT146	College Mathematics with Review SUN# MAT1142 (6) **OR**

Any higher approved general education course in the Mathematics area 3-6

General Education Distribution: 4

Humanities, Arts and Design 0

Met by AJS123 in the Required Courses area

Social-Behavioral Sciences 0

Met by AJS101, AJS200, AJS225 or AJS/EMT/FSC258 Required Courses area

Natural Sciences 4

Any approved general education course from the Natural Sciences area.

Recommended for transfer:

FOR105 Forensic Science: Physical Evidence (4) **OR** FOR106 Forensic Science: Biological Evidence (4) **OR** a course with the [SQ] or [SG] general education designation (4) 4

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.

Program Code: 5007N

CIP Code: 43.0104

Field of Interest: Behavioral Sciences and Human Services

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

Administration of Justice Studies

Program Notes:

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

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

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

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.

Program Code: 5776N

CIP Code: 43.0102

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

Required Courses: 15

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS123	Ethics and the Administration of Justice (3) **OR**	
AJS255	The Criminal Justice System Handling of the Mentally Ill (3)	3
AJS212	Juvenile Justice Procedures	3
AJS240	The Correction Function	3
AJS205	Effective Communication and Report Writing in Criminal Justice (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.

Program Code: 5322N

CIP Code: 43.9999

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

Required Courses: 15

AJS/FSC139	Emergency Response to Terrorism	3
AJS/FSC147	Emergency Preparedness	3
AJS/FSC148	Fundamentals of Emergency Management	3
AJS/FSC149	Hazard Mitigation	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.

Program Code: 5987N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

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

Administration of Justice Studies

Program Notes:

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

Students must earn a grade of C or better in 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

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 in Applied Science (AAS) in Administration of Justice.

Program Code: 5966N

CIP Code: 43.0104

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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	Effective Communication and Report Writing in Criminal Justice (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.

Program Code: 5392N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

Required Courses: 15

AJS101	Introduction to Criminal Justice	3
AJS162	Domestic Violence	3
AJS225	Criminology	3
AJS255	The Criminal Justice System Handling of the Mentally Ill	3
AJS/EMT/ FSC258	Victimology and Crisis Management in Public Safety	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Administration of Justice Studies (61-65 credits)

Certificate of Completion in:

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

Minimum GPA 2.00

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

Amazon Web Services

Certificate of Completion in Amazon Web Services Cloud Practitioner

The Certificate of Completion (CCL) in Amazon Web Services Cloud Practitioner builds the practical knowledge and skills of cloud computing. Cloud computing provides reliable, scalable, secure, and flexible technology solutions for personal and business use. This CCL will introduce students new to or interested in cloud computing to the fundamental concepts of cloud services as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Amazon Web Services (AWS) Certified Cloud Practitioner exam, which is the first level of the AWS certification.

Program Code: 5141N

CIP Code: 11.0902

Field of Interest: Computer and Information Technology

Program Notes:

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

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience such as database, Linux, information security, networking, programming, and DevOps who are interested in expanding their knowledge in the area of cloud computing to enhance their employment opportunities. Speak to a program director for additional information.

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 3

CLD110	Amazon Web Services Cloud Foundations	3

Certificate of Completion in Amazon Web Services Cloud Associate

The Certificate of Completion (CCL) in Amazon Web Services (AWS) Cloud Associate builds the knowledge and skills to design, plan, and implement a cloud solution architecture. Students will be introduced to concepts and hands-on opportunities to manage cloud systems/architectures for real world-applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the AWS Certified Solutions Architect – Associate examination, which is the second level of the AWS certifications.

Program Code: 5330N

CIP Code: 11.0902

Field of Interest: Computer and Information Technology

Program Notes:

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

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience such as database, Linux, information security, networking, programming, and DevOps who are interested in expanding their knowledge in the area of cloud computing to enhance their employment opportunities. Speak to a program director for additional information.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: BPC, CIS, CLD, CNT, ITS, and MST.

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

Please Note: The CCL in Amazon Web Services Cloud Associate (5330N) is pending completion of course development. Contact a Rio advisor for the most current course/ program availability.

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

Amazon Web Services

Required Courses: 3-6

CLD110 Amazon Web Services Cloud Foundations (3) **OR**
Certificate of Completion in Amazon Web Services Cloud Practitioner (5141N) (3) **OR**
AWS Certified Cloud Practitioner certification badge (0)
OR
Permission of Program Director (0) 0-3
(CCL/5141N is not eligible for Title IV Federal Financial Aid.)

CLD120* Amazon Web Services Cloud Architect Associate 3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Amazon Web Services Cloud Practitioner (3 credits)

Amazon Web Services Cloud Associate (3-6 credits)

Minimum GPA 2.00

Certificate of Completion in Certified Bookkeeping

The Certificate of Completion (CCL) in Certified Bookkeeping program helps to prepare students for a Certified Bookkeeper Examination. This program is designed to prepare students to work for CPA firms, tax preparation firms, corporate accounting departments, and small businesses or offer freelance bookkeeping services. The Certificate of Completion (CCL) in Accounting and the Associate in Applied Science (AAS) in Accounting are also available.

Program Code: 5977N

CIP Code: 52.0302

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

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

Required Courses: 9

ACC105 Payroll, Sales and Property Taxes (3) **OR**
ACC222* Payroll Accounting (3) 3

ACC111 Accounting Principles I 3
ACC260* Certified Bookkeeper (CB) Preparation 3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Certified Bookkeeping (9 credits)

Minimum GPA 2.00

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

Child and Family Organizations Management and Administration

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.

Program Code: 5401

CIP Code: 19.0708

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

* indicates course has prerequisites and/or corequisites.

For some occupations within this field, students may be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB vaccination. Please consult with your faculty mentor to discuss these and other occupational requirements.

Required Courses: 16

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(s) or Degree(s) Awarded:

Certificate of Completion in:

Child and Family Organizations Management and Administration
(16 credits)

Minimum GPA 2.00

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

Computer System Configuration and Support

Certificate of Completion in Computer System Configuration and Support

The Certificate of Completion (CCL) in Computer System Configuration and Support program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs. The classes focus on the development of knowledge and skills in computer technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on hardware installation, maintenance, mobile devices, hardware troubleshooting, proper use of tools, safety procedures, and professionalism. This program helps prepare students for the CompTIA A+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCL) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available at select colleges. Please check with your local college for program availability.

Program Code: 5038N

CIP Code: 47.0104

Field of Interest: Computer and Information Technology

Program Notes:

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

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

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 6-9

CIS105	Survey of Computer Information Systems SUN# CIS1120	(3) **OR**
Permission of program director (0)		0-3
BPC170*	A+ Exam Prep: Computer Hardware Configuration and Support	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support	3

Certificate of Completion in Computer System Configuration and Support, Network

The Certificate of Completion (CCL) in Computer System Configuration and Support, Network program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs with an emphasis on networking. The courses focus on the development of knowledge and skills in computer and network technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on elements of a data network, network components, and use of a network. This program helps prepare students for the CompTIA A+ and Network+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Code: 5044N

CIP Code: 11.1006

Field of Interest: Computer and Information Technology

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

Computer System Configuration and Support

Program Notes:

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

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

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 9-13

CIS105	Survey of Computer Information Systems SUN CIS1120 (3) **OR**	
Permission of program director (0)		0-3
BPC170*	A+ Exam Prep: Computer Hardware Configuration and Support	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4

Certificate of Completion in Computer System Configuration and Support, Security

The Certificate of Completion (CCL) in Computer System Configuration and Support, Security program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs with an emphasis on security. The courses focus on the development of knowledge and skills in computer and security technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on preventing, identifying, and mitigating threats to the security of information systems and utilizing the basic tools for information security. This program helps prepare participants for the CompTIA A+, Security+, and certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. The Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Code: 5040N

CIP Code: 11.1006

Field of Interest: Computer and Information Technology

Program Notes:

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

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

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

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

Computer System Configuration and Support

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 9-16

CIS105	Survey of Computer Information Systems SUN# CIS1120 (3) **OR**	
Permission of program director (0)		0-3
BPC170*	A+ Exam Prep: Computer Hardware Configuration and Support	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support	3

Select from one of the following areas of specialization.

Specialization 1: **3-6**

CIS270*	Essentials of Network and Information Security (3) **OR**	
ITS110*	Information Security Fundamentals (3) **AND**	
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3)	3-6

Specialization 2: **6-7**

CNT140AB	Introduction to Networks (4) **OR**	
CIS190*	Introduction to Networking (3)	3-4
CIS270*	Essentials of Network and Information Security	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Computer System Configuration and Support (6-9 credits)
- Computer System Configuration and Support, Network (9-13 credits)
- Computer System Configuration and Support, Security (9-16 credits)

Minimum GPA 2.00

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

Cybersecurity

Associate in Applied Science in Cybersecurity

The Associate in Applied Science (AAS) in Cybersecurity is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security technologies and structured languages. The Cybersecurity program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. Certificates of Completion (CCLs) are also available in the following areas: Cybersecurity Fundamentals, Cyber Operations, Linux System Administration, Microsoft, Cisco Networking CCNA Security, Cyber Engineering, and Critical Infrastructure. Some of these programs are available at select colleges. Please check with your local college for program availability.

Program Code: 3197

CIP Code: 11.1003

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 25-28

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
MST150xx	Any Microsoft Windows course (3)	3

(MST150xx required for Cloud System Administration specialization and Critical Infrastructure specialization)

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS111	Ethics in Information Technology (3) **OR**	
ITS120*	Legal, Ethical and Regulatory Issues (3)	3
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3)	3
CIS156*	Python Programming: Level I	3
CIS190* CNT140AB	Introduction to Networking (3) **OR** Introduction to Networks (4)	3-4

(CNT140AB required for Cisco Network Administration and Security specialization and Critical Infrastructure specialization)

CIS270*	Essentials of Network and Information Security (3) **OR**	
ITS110*	Information Security Fundamentals (3)	3

(ITS110 required for Cyber Operations specialization; CIS270 required for Critical Infrastructure specialization)

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
ITS240*	Ethical Hacking and Network Defense	3

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

Cybersecurity

Restricted Electives: 12-18

Students must complete 12-18 credits from the following list of courses. Courses that are required for a specialization in Cyber Operations, Linux System Administration, Cloud System Administration, Cisco Network Administration and Security, Cyber Engineering, and/or Critical Infrastructure are noted. Courses cannot be repeated for credit.

Specialization I: Cyber Operations 17

BPC170*	A+ Exam Prep: Computer Hardware Configuration and Support	3
CIS238DL* CIS238RH*	Linux System Administration (3) **OR** Red Hat System Administration II (3)	3
CIS290AC* CIS298AC*	Computer Information Systems Internship (3) **OR** Special Projects (3)	3
ITS291* ITS292*	Computer Forensics Foundations Advanced Computer Forensics	4 4

Specialization II: Linux System Administration 15

CIS238DL* CIS238RH*	Linux System Administration (3) **OR** Red Hat System Administration II (3)	3
CIS239DL*	Linux Shell Scripting	3
CIS240DL* CIS240RH*	Linux Network Administration (3) OR Red Hat System Administration III (3)	3
CIS271DL* CIS271RH*	Linux Security (3) **OR** Red Hat System Administration IV (3)	3
CIS275DL*	Linux Capstone	3

Specialization III: Cloud System Administration 15-16

BPC274*	Advanced Server Computer Maintenance: Server+ Prep	3
CIS121AH	Microsoft PowerShell/Command Line Operations	3
CIS239DL*	Linux Shell Scripting	3
MST160* CLD110*	Azure Administrator (4), **OR** Amazon Web Services Cloud Foundations (3)	3-4
MST260* CLD120*	Microsoft Azure Cloud Development and Operations (3) **OR** Amazon Web Services Cloud Architect Associate (3)	3

Specialization IV: Cisco Network Administration and Security 12

CNT150AB*	Switching, Routing, and Wireless Essentials	4
CNT160AB*	Enterprise Networking, Security, and Automation	4
CNT202* CNT205*	Cisco Secure Firewall Appliance Configuration (4) **OR** Cisco Certified Network Associate Security (4)	4

Specialization V: Cyber Engineering 18

CIS119DO* CIS276xx*	Introduction to Oracle: SQL (3) **OR** Any SQL Database course (3)	3
CIS162xx*	Any C Programming: Level I course	3

(Students intending to transfer to U of A South should take CIS162 C Programming)

CIS227	Assembler Language	3
CIS238DL* CIS238RH*	Linux System Administration (3) **OR** Red Hat System Administration II (3)	3
CIS250*	Management of Information Systems	3
CIS262xx*	Any C Programming: Level II course	3

Specialization VI: Critical Infrastructure 16

CIS143*	Introduction to Critical Infrastructure Protection	3
CIS201*	Introduction to Operational Technology	3
CIS202*	Introduction to Smart Grid Security	3
CIS203*	Principles of the Risk Management Framework	3
CNT150AB*	Switching, Routing, and Wireless Essentials	4

General Electives: 0-3

Select additional courses 100-level or higher to complete the minimum total program credits required for this degree. It is recommended to select from the Restricted Elective options. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

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

Cybersecurity

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

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)	3

COM100 required for students intending to transfer to ASU West to earn a Bachelor of Science in Applied Computing (Cybersecurity).

Critical Reading 0-3

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

Mathematics 3-6

Any approved general education course in the Mathematics area. 3-6

General Education Distribution: 10

Humanities, Arts and Design 3

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

Social-Behavioral Sciences 3

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

Natural Sciences 4

Any approved general education course(s) in the Natural Sciences area.

Certificate of Completion in Cyber Engineering

The Certificate of Completion (CCL) in Cyber Engineering program is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security technologies and structured languages. The Cyber Engineering program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. The Associate in Applied Science (AAS) in Cybersecurity is also available.

Program Code: 5149

CIP Code: 11.1003

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

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

Cybersecurity

Required Courses: 42-43

The following courses are required and included in the CCL in Cybersecurity Fundamentals.

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
MST150xx	Any Microsoft Windows course (3)	3
CIS105	Survey of Computer Information Systems SUN CIS1120	3
CIS111	Ethics in Information Technology (3) **OR**	
ITS120	Legal, Ethical and Regulatory Issues (3)	3
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3)	3
CIS156*	Python Programming: Level I	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS270*	Essentials of Network and Information Security (3) **OR**	
ITS110*	Information Security Fundamentals (3)	3
ITS240*	Ethical Hacking and Network Defense	3

The following courses are required in the CCL in Cyber Engineering:

CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276xx*	Any SQL Database course (3)	3
CIS162xx*	Any C Programming: Level I course	3
CIS227	Assembler Language	3
CIS238DL*	Linux System Administration (3) **OR**	
CIS238RH*	Red Hat System Administration (3)	3
CIS250*	Management of Information Systems	3
CIS262xx*	Any C Programming: Level II course	3

Certificate of Completion in Cybersecurity Fundamentals

The Certificate of Completion (CCL) in Cybersecurity Fundamentals is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to provide applied skills necessary for government and industry employees. The program covers a variety of information security technologies and structured languages. The Cybersecurity program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. The Associate in Applied Science (AAS) in Cybersecurity is also available.

Program Code: 5154

CIP Code: 11.1003

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

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

Cybersecurity

Required Courses: 24-25

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
MST150xx	Any Microsoft Windows course (3)	3
CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS111	Ethics in Information Technology (3) **OR**	
ITS120	Legal, Ethical and Regulatory Issues (3)	3
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3)	3
CIS156*	Python Programming: Level I	3
CIS190* CNT140AB	Introduction to Networking (3) **OR** Introduction to Networks (4)	3-4
CIS270*	Essentials of Network and Information Security (3) **OR**	
ITS110*	Information Security Fundamentals (3)	3
ITS240*	Ethical Hacking and Network Defense	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Cybersecurity
(62-77 credits)

Certificate of Completion in:

Cyber Engineering
(42-43 credits)

Cybersecurity Fundamentals
(24-25 credits)

Minimum GPA 2.00

AAS Program Disclosure for the Cybersecurity:

Students interested in the Cybersecurity program have the option to enroll in the following Certificate of Completions (CCL's), also referred to as a Specializations: CCL/5149 Cyber Engineering and CCL/5154 Cybersecurity Fundamentals. However, Rio Salado College does not offer the following CCL's or specializations and they can be taken at any of the listed Maricopa Community Colleges:

Specialization: CCL/5165 Cyber Operations: CG, GW, GC, MC, PV, SM

Specialization: CCL/5052N Linux System Administration: CG, EM, GW, GC, MC, PV, PC, SC, SM

Specialization: CCL/5031 Microsoft System Administration: CG, EM, GC, MC, PV, PC

Specialization: CCL/5969N Cisco Network Administration: CG, EM, GW, GC, MC, PV, PC, SC, SM

Specialization: CCL/5150 Critical Infrastructure: EM, GC

Courses are offered online or in hybrid formats. Please contact a Rio advisor for questions on the most current program information. All courses completed at any Maricopa Community Colleges are transferable to Rio based on District policy. Estimated additional costs would be consistent with your current tuition rate.

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

Data Analytics

Certificate of Completion in Data Analytics

The Certificate of Completion (CCL) in Data Analytics is designed to prepare students to model, synthesize, analyze, and present large data sets for business decision making. Courses will focus on the techniques and computer software used in industry to extract data from various data sources, model and integrate that data, and then visualize this data for business decision making and intelligence gathering. This program prepares students for industry certification and is embedded (can be used to fulfill requirements) in the Associate of Applied Science (AAS) in Data Analytics available at MCCCD.

Program Code: 5884

CIP Code: 52.1301

Field of Interest: Computer and Information Technology

Program Notes:

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

CIS214DE is not equivalent to CIS214DA for the purposes of this certificate and should not be used to complete program requirements. Students who have completed GBS221 can use this course in lieu of GBS220.

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 program of study. Consult with an Academic Advisor for complete information.

Required Courses: 18-24

CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS214DA*	Advanced Excel for Data Analytics	3
CIS217AM*	Advanced Microsoft Access: Database Management (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
GBS151	Introduction to Business	3
GBS220*	Quantitative Methods in Business (3) **OR**	
GBS221*	Business Statistics SUN# BUS2201 (3)	3
MAT150*	College Algebra/Functions SUN# MAT1151 (5) **OR**	
MAT151*	College Algebra / Functions SUN# MAT1151 (4) **OR**	
MAT152*	College Algebra/Functions SUN# MAT1151 (3) **OR**	
MAT155*	College Algebra/Functions with Review SUN# MAT1151 (5) **OR**	
MAT156*	College Algebra/Functions with Review SUN# MAT1151 (6) **OR**	
Satisfactory District math placement (0)		0-6

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Data Analytics
(18-24 credits)

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 (https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/41/01758-07.htm). 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*
   - F. *Robbery*

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

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

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.*

Dental Hygiene

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 offsite educational and 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, attention to detail, and the ability to persevere through a rigorous academic and clinical full-time program workload. Students in an MCCCD Dental Hygiene program will be exposed to bloodborne 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.

This program is designed to meet education requirements for licensure or certification in the State of Arizona. Granting licensure and certification is the sole responsibility of the state board or approval agency. This program is only offered and available to students located in the State of Arizona. The Maricopa County Community College District and colleges define student location within Administrative Regulation 2.2.3(7).

Program Code: 3831

CIP Code: 51.0602

Field of Interest: Health Sciences

Program Notes:

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

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.

Basic Science courses must have been completed within the last five years upon application submission or as determined by the Dental Health Professions Instructional Council.

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 planning to pursue a Bachelor's completion pathway 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.

An additional course(s) may be required to meet NAU Degree completion requirements.

Admission Criteria:

High school diploma or GED equivalency is required.

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

General education courses must be completed to apply for an available space to begin the core dental hygiene courses.

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:

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

Dental Hygiene

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:

Acceptance into the program.

Required Courses: 59-61.5

Current CPR certification at the health care provider Professional rescuer level 0-0.5

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
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

General Education Requirements: 37-46

General Education Core: 12-18

First-Year Composition 0

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

Oral Communication 0

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] designation.

Critical Reading 0-3

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.

Mathematics 3-6

MAT140*	College Mathematics (5) **OR**	
MAT141*	College Mathematics (4) **OR**	
MAT142*	College Mathematics (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 to complete the AGEC-A.

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

Dental Hygiene

General Education Distribution: 25-28

Humanities, Arts and Design 3-6

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.

Social-Behavioral Sciences 6

Any SOCxxx Any approved SOC general education course from the Social Behavioral Sciences area 3

Any PSYxxx Any approved PSY general education course from the Social Behavioral Sciences area 3

Natural Sciences 16-20

Students must complete the following Basic Science courses with a GPA of 3.50.

BIO156* Introductory Biology for Allied Health (4) OR
BIO181* General Biology (Majors) I (4) **OR**
One (1) year of high school Biology 0-4
BIO201* Human Anatomy and Physiology I 4 **AND**
BIO202* Human Anatomy and Physiology II 4 **AND**
BIO205* Microbiology 4 **AND**
CHM130* Fundamental Chemistry (3) **AND**
CHM130LL* Fundamental Chemistry Laboratory (1) 4 **OR**
CHM130AA* Fundamental Chemistry with Lab (4) **OR**
CHM151* General Chemistry I (3) **AND**
CHM151LL* General Chemistry I Laboratory (1) 4 **OR**
CHM151AA* General Chemistry I with Lab (4) **OR**
CHM152* General Chemistry II (3) **AND**
CHM152LL* General Chemistry II Laboratory (1) 4 **OR**
CHM152AA* General Chemistry II (4) **OR**
CHM230* Fundamental Organic Chemistry (3) **AND**
CHM230LL* Fundamental Organic Chemistry Laboratory (1) 4 **OR**
CHM230AA* Fundamental Organic Chemistry with Lab (4) **OR**
CHM235* General Organic Chemistry I (3) **AND**
CHM235LL* General Organic Chemistry I Laboratory (1) 4 **OR**
CHM235AA* General Organic Chemistry I with Lab (4) **OR**
CHM236* General Organic Chemistry II (3) **AND**
CHM236LL* General Organic Chemistry II Laboratory (1) 4 **OR**
CHM236AA* General Organic Chemistry II with Lab (4) 4

Students who have completed CHM138 and CHM138LL prior to Fall 2019 have fulfilled the CHM requirement for acceptance into the MCCCD Dental Hygiene program. CHM138 and CHM138LL completed Fall of 2019 or after, will no longer meet the MCCCD Dental Hygiene Application Admissions requirement as this class is being phased out. Please note that CHM130 is required for participation in the CEP program through NAU.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Dental Hygiene
(96-111.5 credits)

Minimum GPA 2.00

Licensing Disclosure for the Dental Hygiene Program:

The Associate in Applied Science (AAS) in Dental Hygiene degree is designed to meet the academic requirements for a Licensed Dental Hygienist in Arizona. **The program is only offered and available to students located in Arizona**.

Students can visit https://www.riosalado.edu/about/accreditation/program-accreditation for more information on programmatic accreditation and availability.

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

Early Childhood Education

Associate in Applied Science in Early Childhood Education

The Associate in Applied Science (AAS) in Early Childhood Education (ECE) is designed to prepare individuals for employment as early childhood professionals in a variety of educational settings. The AAS program includes courses based on current ECE theory and practice as well as general education classes to broaden a student's base of knowledge. Certificates of Completion are also available. Some of these programs are available at select colleges. Please check with your local college for program availability.

Program Code: 3186

CIP Code: 13.1210

Field of Interest: Education

Program Notes:

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

For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.

Required Courses: 30-37

CFS101AH	Art Activities for the Young Child (1) **AND**	
ECH281	Movement/Music for the Young Child (1) **OR**	
ECH128	Early Learning: Play and the Arts (3) **OR**	
EED210*	Creative and Cognitive Play (3)	2-3
CFS123	Health and Nutrition in Early Childhood (1) **AND**	
CFS125	Safety in Early Childhood Settings (1) **AND**	
ECH280	Food Experiences With Young Children (1) **OR**	
EED215	Early Learning: Health, Safety, Nutrition and Fitness (3)	3
CFS/ECH176	Child Development (3) **OR**	
CFS235	Developing Child: Theory into Practice, Prenatal - Age 8 (3) **OR**	
EED205	The Developing Child: Prenatal to Age Eight (3)	3
CFS/ECH269	Child Care Seminar (1) **AND**	
CFS/ECH287	Professional Development in Early Childhood Education (1) **OR**	
EED255*	Portfolio Development and Writing for the Profession (3)	2-3
CFS/ECH271	Arranging the Environment (1) **AND**	
CFS282	Mainstreaming The Young Child with A Disability (1) **AND**	
ECH282	Discipline/Guidance of Child Groups (1) **OR**	
EED212	Guidance, Management and the Environment (3)	3
CFS/ ECH284AB*	Early Childhood Teaching Internship (3) **OR**	
EED260*	Early Childhood Infant/Toddler Internship (1) **AND**	
EED261*	Early Childhood Preschool Internship (1) **OR**	
CFS/ ECH284AA*	Early Childhood Teaching Internship (1)	2-3
ECH140	Learning Made Visible Through Documentation (1) **AND**	
ECH270	Observing Young Children (1) **OR**	
EED280*	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth Age Eight (3)	2-3
CFS/ECH273	Math for the Young Child (1) **AND**	
CFS/ECH275	Literacy Development and the Young Child (1) **AND**	
ECH272	Science for the Young Child (1) **AND**	
ECH279	Early Childhood Curriculum Development (1) **OR**	
EED278*	Early Learning: Curriculum and Instruction - Birth/ Preschool (3)	3-4
EED200	Foundations of Early Childhood Education	3
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight (3)	3
EED225	Language and Literacy in the Context of Culture and Relationships	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

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

Early Childhood Education

Restricted Electives: 9-12

Students must select nine (9) to twelve (12) credits from the following to complete the minimum total program credits required for this degree. Students are encouraged to consult with a faculty advisor or student services analyst to identify the requirements for their desired academic and professional goals:

CFSxxx	Any CFS Child/Family Studies course(s)
ECHxxx	Any ECH Early Childhood Education course(s)
EDUxxx	Any EDU Education course(s)
EEDxxx	Any EED Early Education course(s)
FCSxxx	Any FCS Family and Consumer Science course(s)
ITDxxx	Any ITD Infant/Toddler Development course(s)

General Education Requirements: 19-25

General Education Core: 12-18

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)	6

Oral Communication 3

Any approved general education course from the Oral Communication area. 3

Note: COM225 is recommended for students who wish to transfer to the BAE at ASU.

Critical Reading 0-3

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

Mathematics 3-6

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher-level mathematics course 3-6

Note: MAT14+ College Mathematics or any approved general education course in the Mathematical Application [MA] area may be required for students intending to transfer to a bachelor's degree program.

General Education Distribution: 7

Humanities, Arts and Design 3

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

Recommend: EDU/ENH291 Children`s Literature **OR** EDU/HUM/STO292 The Art of Storytelling

Social-Behavioral Sciences 0

Fulfilled by EED222 in Required Courses area.

Natural Sciences 4

Any approved general education course from the Natural Sciences area.

Certificate of Completion in Early Childhood Education

The Certificate of Completion (CCL) in Early Childhood Education is designed to prepare students for employment as early childhood teachers in a variety of educational programs. Students learn effective teaching skills as they apply developmentally appropriate early childhood educational theory in the classroom setting. Courses have been selected with a focus on developing an educational career ladder. An Associate in Applied Science (AAS) in Early Childhood Education is also available and includes additional early childhood electives and general education classes to broaden the student's base of knowledge.

Program Code: 5056

CIP Code: 13.1210

Field of Interest: Education

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

Early Childhood Education

Program Notes:

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

For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.

Required Courses: 29-34

CFS101AH	Art Activities for the Young Child (1) **AND**	
ECH281	Movement/Music for the Young Child (1) **OR**	
ECH128	Early Learning: Play and the Arts (3) **OR**	
EED210*	Creative and Cognitive Play (3)	2-3
CFS123	Health and Nutrition in Early Childhood (1) **AND**	
CFS125	Safety in Early Childhood Settings (1) **AND**	
ECH280	Food Experiences With Young Children (1) **OR**	
EED215	Early Learning: Health, Safety, Nutrition and Fitness (3)	3
CFS/ECH176	Child Development (3) **OR**	
CFS235	Developing Child: Theory into Practice, Prenatal - Age 8 (3) **OR**	
EED205	The Developing Child: Prenatal to Age Eight (3)	3
CFS/ECH269	Child Care Seminar (1) **AND**	
CFS/ECH287	Professional Development in Early Childhood Education (1) **OR**	
EED255	Portfolio Development and Writing for the Profession (3)	2-3
CFS/ECH271	Arranging the Environment (1) **AND**	
CFS282	Mainstreaming The Young Child with A Disability (1) **AND**	
ECH282	Discipline/Guidance of Child Groups (1) **OR**	
EED212	Guidance, Management and the Environment (3)	3
CFS/ECH273	Math for the Young Child (1) **AND**	
CFS/ECH275	Literacy Development and the Young Child (1) **AND**	
ECH272	Science for the Young Child (1) **AND**	
ECH279	Early Childhood Curriculum Development (1) **OR**	
EED278*	Early Learning: Curriculum and Instruction - Birth/ Preschool (3)	3-4
CFS/ ECH284AB*	Early Childhood Teaching Internship (3) **OR**	
EED260*	Early Childhood Infant/Toddler Internship (1) **AND**	
EED261*	Early Childhood Preschool Internship (1) **OR**	
CFS/ ECH284AA	Early Childhood Teaching Internship (1)	2-3
ECH140	Learning Made Visible Through Documentation (1) **AND**	
ECH270	Observing Young Children (1) **OR**	
EED280*	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth Age Eight (3)	2-3
EED200	Foundations of Early Childhood Education	3
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3
EED225	Language and Literacy in the Context of Culture and Relationships	3

Restricted Electives: 2-7

Students must select 2-7 credits from the following courses to meet a minimum of 36 credits for the certificate. Cannot be shared with Required Courses Area.

CFSxxx	Any CFS Child/Family Studies course(s)
ECHxxx	Any ECH Early Childhood Education course(s)
EDUxxx	Any EDU Education course(s)
EEDxxx	Any EED Early Education course(s)
FCSxxx	Any FCS Family and Consumer Science course(s)
ITDxxx	Any ITD Infant/Toddler Development course(s)

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

Early Childhood Education

Certificate of Completion in Early Childhood Education Management and Administration

The Certificate of Completion (CCL) in Early Childhood Education Management and Administration program is designed for students to gain foundational management and leadership skills as it applies to community-based services for child and family social service organizations. Students will examine management and leadership principles, leadership styles and their functions in addition to focusing on organizational culture and learning, work-place diversity, and employee motivation. Students will also become familiar with the processes for grant development, budget development, and risk management including cost control techniques. An Associate in Applied Science (AAS) in Early Childhood Education or an Associate in Arts, Emphasis in Family Life Education are available.

Program Code: 5272N

CIP Code: 19.0708

Field of Interest: Education

Program Notes:

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

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

Required Courses: 9

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

Certificate of Completion in Foundations of Early Childhood Education

The Certificate of Completion (CCL) in Foundations of Early Childhood Education is designed to prepare students with foundational knowledge regarding the growth and development of the young child. Topics include cognitive and physical development of the young child, language acquisition, curriculum development, health and safety guidelines, business procedures, and family/community relationship building. This CCL is embedded (can be used to fulfill part of the requirements) in a second available CCL, Early Childhood Education. Both CCLs are embedded (can be used to fulfill requirements) in the Associate in Applied Science (AAS) in Early Childhood Education.

Program Code: 5054

CIP Code: 13.1210

Field of Interest: Education

Program Notes:

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

For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.

Required Courses: 18-19

CFS101AH	Art Activities for the Young Child (1) **AND**	
ECH281	Movement/Music for the Young Child (1) **OR**	
ECH128	Early Learning: Play and the Arts (3) **OR**	
EED210*	Creative and Cognitive Play (3)	2-3

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

Early Childhood Education

CFS123	Health and Nutrition in Early Childhood (1) **AND**	
CFS125	Safety in Early Childhood Settings (1) **AND**	
ECH280	Food Experiences With Young Children (1) **OR**	
EED215	Early Learning: Health, Safety, Nutrition and Fitness (3)	3
CFS/ECH176	Child Development (3) **OR**	
CFS235	Developing Child: Theory into Practice, Prenatal - Age 8 (3) **OR**	
EED205	The Developing Child: Prenatal to Age Eight (3)	3
CFS/ECH271	Arranging the Environment (1) **AND**	
CFS282	Mainstreaming The Young Child with A Disability (1) **AND**	
ECH282	Discipline/Guidance of Child Groups (1) **OR**	
EED212	Guidance, Management and the Environment (3)	3
CFS/ ECH284AA*	Early Childhood Teaching Internship (1) **OR**	
EED260*	Early Childhood Infant/Toddler Internship (1) **OR**	
EED261*	Early Childhood Preschool Internship (1)	1
EED200	Foundations of Early Childhood Education	3
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3

Certificate of Completion in Infant and Toddler Development

The Certificate of Completion (CCL) in Infant and Toddler Development program prepares students with foundational knowledge on the development of infant and toddler aged children. Students will learn about child health, physical milestones, cognitive development as well as disabilities and developmental delays specific to this age group. Topics include communication and language acquisition, and adult/child relationship building. Also covered is social-emotional development, societal stresses, and supportive professional roles and responsibilities. An Associate in Applied Science (AAS) in Early Childhood Education is available.

Program Code: 5277N

CIP Code: 13.1210

Field of Interest: Education

Program Notes:

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

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

Required Courses: 9

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 Childhood Education

Certificate of Completion in Preschool Education

The Certificate of Completion (CCL) in Preschool Education program prepares students in the basic skills and knowledge needed to meet industry standards for entry level positions in the field of early childhood education. Students will learn about the development and education of preschool children, the policies and procedures for high quality preschool programs, and the professional roles and responsibilities of early childhood professionals. An Associate in Applied Science (AAS) in Early Childhood Education is available.

Program Code: 5353N

CIP Code: 13.1210

Field of Interest: Education

Program Notes:

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

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

Required Courses: 9

FCS110	Influences on Young Children's Development	3
FCS120	Developmentally Appropriate Environments for Young Children	3
FCS130	Supporting Young Children and Their Families	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

- Early Childhood Education (60-74 credits)

Certificate of Completion in:

- Early Childhood Education (36 credits)
- Early Childhood Education Management and Administration (9 credits)
- Foundations of Early Childhood Education (18-19 credits)
- Infant and Toddler Development (9 credits)
- Preschool Education (9 credits)

Minimum GPA 2.00

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

Enrolled Agent

Certificate of Completion in Enrolled Agent

The Certificate of Completion (CCL) in Enrolled Agent program helps to prepare students for the Enrolled Agent Examination. The Internal Revenue Service (IRS) Enrolled Agent credential allows tax practitioners to represent taxpayers before the IRS when it comes to collections, audits, and appeals. Enrolled Agents' expertise in the continually changing field of taxation enables them to effectively represent taxpayers at all administrative levels within the IRS. Students who successfully complete this CCL may also seek employment as tax preparers.

Program Code: 5958

CIP Code: 52.0301

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Consultation with an Academic Advisor is recommended for course selection.

The Volunteer Income Tax Assistance (VITA) program internship is only available in the spring semester- Contact a program adviser for more information.

Required Courses: 15

ACC111 ACC211	Accounting Principles I (3) **OR** Financial Accounting (3) SUN # ACC2201	3
ACC121	Individual Tax Preparation	3
ACC221*	Tax Accounting	3
ACC224*	Tax Practice Administration and Business Entity Analysis	3
CIS105	Survey of Computer Information Systems SUN # CIS1120	3

Restricted Electives: 2-3

Students should select 2-3 credits from the list below:

ACC105	Payroll, Sales and Property Taxes	3
ACC112*	Accounting Principles II	3
ACC115	Computerized Accounting	3
ACC222*	Payroll Accounting	3
ACC230*	Uses of Accounting Information I	3
ACC270AB*	Accounting Internship	2
ACC270AC*	Accounting Internship	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Enrolled Agent
(17-18 credits)

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.

Program Code: 5819N

CIP Code: 52.0701

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in all courses 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 prepare students to acquire additional skills, tools and knowledge necessary for successful venture opportunities. A Certificate of Completion (CCL) in Entrepreneurial Studies Level I is also available and fully embedded in this program.

Program Code: 5820

CIP Code: 52.0701

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 18-19

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
EPS161	New Venture Law and Finance (3) **OR**	
EPS180	Technology Business Planning (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)

Minimum GPA 2.00

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

Esports Business Operations

Certificate of Completion in Esports Business Operations

The Certificate of Completion (CCL) in Esports Business Operations is designed for students pursuing careers in hospitality, marketing, business, management, event management, creative writing, computer technology, and/or video game production who are interested in utilizing those skills to gain entry level employment in the field of esports. Students completing this certificate will acquire specialized knowledge of the field of esports that will enhance the ability to gain entry level employment in the world of esports.

Program Code: 5335

CIP Code: 52.9999

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 15

BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3
CIS120DA	Introduction to Adobe Premiere (3) **OR**	
CIS120DK	Introduction to Digital Video Editing (3)	3
COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**	
COM110	Interpersonal Communication SUN# COM1110 (3) **OR**	
COM230	Small Group Communication SUN# COM2271 (3)	3
GBS109	Introduction to Esports Management	3
MKT110	Marketing and Social Networking	3

Restricted Electives: 3

Complete courses as directed, choosing options that best align with your academic and professional goals. Consult with an academic, faculty, or program advisor to prevent exceeding your award's maximum credits.

ACC105	Payroll, Sales and Property Taxes	3
ACC111	Accounting Principles I	3
CIS111	Ethics in Information Technology	3
CRW150	Introduction to Creative Writing	3
CRW176	Writing Narrative for Video Games	3
CRW190	Introduction to Screenwriting	3
ENH110	Introduction to Literature	3
ENH140AA*	Sports in Literature and Film	3
GBS151	Introduction to Business	3
MGT175	Business Organization and Management	3
MGT229	Management and Leadership I	3
MGT253	Owning and Operating a Small Business	3
MKT101	Introduction to Public Relations	3
MKT111*	Applied Marketing and Social Networking	3
MKT271	Principles of Marketing	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Esports
(18 credits)

Minimum GPA 2.00

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

Forensic Science

Associate in Applied Science in Forensic Science

The Associate in Applied Science (AAS) in Forensic Science provides the student with a specialization in forensic investigation as it relates to crime. The curriculum presents a specialized scope of knowledge about photography, collection and preservation of evidence, and investigative strategies. The program provides students with an important knowledge base for investigative specialization in a wide range of disciplines and careers. This degree pathway also provides students with the opportunity to complete two Certificates of Completion (CCL) in Crime Scene Investigation, and Fingerprint Identification and Photography.

Program Code: 3183

CIP Code: 43.0406

Field of Interest: Behavioral Science and Human Services

Program Notes:

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

Required Courses: 32-44

AJS101	Introduction to Criminal Justice	3
AJS123	Ethics and the Administration of Justice	3
AJS275	Criminal Investigation I	3
AJS290BN	Courtroom Testimony Seminar	1
AJS215	Criminalistics: Physical Evidence (3) **OR**	
AJS219	Crime Scene Technology: Physical Evidence (3) **OR**	
FOR105	Forensic Science: Physical Evidence (4)	3-4
AJS216	Criminalistics: Biological Evidence (3) **OR**	
FOR106	Forensic Science: Biological Evidence (4)	3-4
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Students should select courses from one of the following specializations based on career goals.

Specialization 1: Crime Scene (15 credits)

AJS109	Substantive Criminal Law	3
AJS210	Constitutional Law	3
AJS213	Evidence Technology: Fingerprints	3
AJS214	Evidence Technology/Photography	3
AJS260	Procedural Criminal Law	3

Specialization 2: Lab Science (23 credits)

BIO181*	General Biology (Majors) I	4
BIO182*	General Biology (Majors) II	4
CHM151*	General Chemistry I	3
CHM151LL*	General Chemistry I Laboratory	1
CHM152*	General Chemistry II	3
CHM152LL*	General Chemistry II Laboratory	1
FOR286*	Principles of Forensic Science	4

Any course or combination of courses that include HU, C, and either G or H General Education designations. 3

Restricted Electives: 3

Students must complete three (3) credits of restricted electives.

Students interested in Specialization 1: Crime Scene

CIS105	Survey of Computer Information Systems (3) **OR**	
BPC110	Computer Usage and Applications (3) **OR**	
AJSxxx	Any AJS Administration of Justice Studies course not listed in the required courses area. (3)	3

Students interested in Specialization 2: Lab Science

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

General Electives: 0-13

Students must choose zero to thirteen (0-13) additional credits of General Elective courses. Total number of General Electives required will largely depend upon specialization selected.

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

Forensic Science

General Education Requirements: 12-21

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

COM225* Public Speaking 3

Critical Reading 0-3

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

Mathematics 3-5

For Specialization 1: Crime Scene
MAT140* College Mathematics (5) **OR**
MAT141* College Mathematics (4) **OR**
MAT142* College Mathematics (3) **OR**
Higher course with an [MA] general education designation 3-5

For Specialization 2: Lab Science
MAT150* College Algebra/Functions (5) **OR**
MAT151* College Algebra/Functions (4) **OR**
MAT152* College Algebra/Functions (3) **OR**
Higher course with an [MA] general education designation 3-5

General Education Distribution: 0-4

Humanities, Arts and Design 0

Met by AJS123 in Required Courses area

Social-Behavioral Sciences 0

Met by AJS101 in Required Courses area

Natural Sciences 0-4

For Specialization 1: Crime Scene
Any approved general education course from the Natural Sciences area (4) **OR**
May be met by FOR105 or FOR106 in Required Courses area (0) 0-4
Recommended
CHM130* Fundamental Chemistry (3) **AND**
CHM130LL* Fundamental Chemistry Laboratory (1)
OR
CHM151* General Chemistry I (3) **AND**
CHM151LL* General Chemistry I Laboratory (1)
OR
FOR105 Forensic Science: Physical Evidence (4)
OR
FOR106 Forensic Science: Biological Evidence (4) 4

For Specialization 2: Lab Science
Met by CHM151 and CHM151LL in Required Courses area.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Forensic Science
(60-64 credits)

Minimum GPA 2.00

AAS Program Disclosure for Forensic Science:

Rio Salado College does not offer the following course required for program completion:

AJS290BN - This course is available at EMCC - MCC - PV - PC - SCC

Rio Salado College does not offer the specialization in Lab Science.

Courses may be offered in-person, online, or in hybrid formats. Please contact a Rio academic advisor for the most current information. All courses completed at any Maricopa Community College are transferable to Rio based on District policy. Estimated additional costs would be consistent with your current tuition rate.

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

Foundations of Behavioral Sciences

Certificate of Completion in Foundations of Behavioral Sciences

The Certificate of Completion (CCL) in Foundations of Behavioral Sciences is designed to provide students with a foundational study of human behavior and prepare them to assist, as part of a clinical team, in the care of individuals and families dealing with mental illness, comorbid medical conditions, and challenging behaviors. The program includes courses designed to provide students with the skills necessary to deliver essential behavioral health and social services. The core focus of the program is practical training and service learning experiences. This program prepares students for industry certification and is embedded in the CCL in Advanced Behavioral Sciences, the Associate in Applied Science (AAS) in Behavioral Sciences, and the Bachelor's of Science (BS) in Behavioral Sciences available at MCCCD.

Program Code: 5522

CIP Code: 30.1701

Field of Interest: Behavioral Science and Human Services

Program Notes:

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

Required Courses: 18

BHS150	Introduction to Behavioral Health and Social Services	3
BHS155	Professional Resiliency and Well-Being	3
BHS160	Ethical, Legal, and Professional Issues in Counseling Services	3
BHS165	Applied Therapeutic Communication Skills	3
BHS170	Case Management and Clinical Documentation	3
BHS180	Child, Family, and Adult Advocacy	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Foundations of Behavioral Sciences
(18 credits)

Minimum GPA 2.00

Coming soon, the CCL in Foundations of Behavioral Sciences is pending course development and will launch in Fall 2025.

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

General Business

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. A Certificate of Completion (CCL) in General Business is available.

Program Code: 3148

CIP Code: 52.0101

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 22-24

ACC111	Accounting Principles I	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
GBS120	Workplace Communication Skills (3) **OR**	
GBS233*	Business Communication (3)	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
MGT175	Business Organization and Management (3) **OR**	
MGT251	Human Relations in Business (3)	3
MKT271	Principles of Marketing	3

Restricted Electives: 18

Students should select 18 credits from the following courses/subjects. Any 100/200 level courses in the following subjects can be used, except courses used to satisfy the Required Courses area.

ACCxxx	Any ACC Accounting course(s)	
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS133DA	Internet/Web Development Level I	3
EPSxxx	Any EPS Entrepreneurial Studies course(s)	
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)	
TQMxxx	Any TQM Total Quality Management 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)	

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)	3

Critical Reading 0-3

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

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

General Business

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 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 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 at select colleges. Please check with your local college for program availability.

Program Code: 5683

CIP Code: 52.0101

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

Students must earn a grade of C or better in all courses 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/subjects. Any 100/200 level courses in the following subjects can be used, except courses used to satisfy the Required Courses area.

ACCxxx	Any ACC Accounting course(s)	
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS133DA	Internet/Web Development Level I	3
EPSxxx	Any EPS Entrepreneurial Studies course(s)	1-3
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)	
TQMxxx	Any TQM Total Quality Management course(s)	

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

General Business
(62-69 credits)

Certificate of Completion in:

General Business
(21 credits)

Minimum GPA 2.00

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

Human Resources Management

Certificate of Completion in Human Resources Management

The Certificate of Completion (CCL) in Human Resources Management program is designed to provide skills necessary for careers in human resources management. The program is designed to provide students a series of courses with an emphasis in management and is designed to prepare students for an entry-level position in human resources. Graduates may be employed in employment (recruiting, interviewing, and hiring), benefits administration, compensation, and employee relations. A Certificate of Completion (CCL) in Human Resources: Compensation and Benefits is also available.

Program Code: 5580

CIP Code: 52.1001

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 24

BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems (3) SUN# CIS1120	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS131	Business Calculations (3) **OR**	
MAT112*	Mathematical Concepts and Applications (3) **OR** Satisfactory completion of higher level Mathematics course	3
GBS120	Workplace Communication Skills	3
MGT229	Management and Leadership I	3
MGT251	Human Relations in Business	3
MGT276	Human Resources Management	3
MGT286*	Human Resource Employment Management	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Human Resources Management
(24 credits)

Minimum GPA 2.00

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

Information Technology

Associate in Applied Science in Information Technology

The Associate in Applied Science (AAS) in Information Technology (IT) program is designed to provide students with skills to meet information technology needs across industries. This program includes instruction in the principles of computer hardware components and business software, programming, databases, networking, customer service, web development, and information systems and project management. Coursework helps prepare students for a variety of industry-recognized examinations and certifications. This degree also provides students with the opportunity to earn one of the following Certificate of Completion (CCL): Cybersecurity Fundamentals, Database Development, Desktop Support, Foundations of Mobile App Development, Microsoft Office Professional, Microsoft System Administration, Programming and Systems Analysis Level I, Oracle Database Operations, Red Hat Linux Engineer, and Web Foundations.

Program Code: 3196

CIP Code: 11.0103

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 33-41

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.

Specialization 1: Cybersecurity Fundamentals 33-38

Information Technology Core: 24-25

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
MST150xx	Any Microsoft Windows course (3)	3
CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3)	3
CIS133DA	Internet/Web Development Level I	3
CIS156*	Python Programming: Level I	3
CIS190* CNT140AB	Introduction to Networking (3) **OR** Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows (3) **OR**	
CIS250*	Management of Information Systems (3)	3

Cybersecurity Fundamentals: 9

CIS111	Ethics in Information Technology (3) **OR**	
ITS120*	Legal, Ethical and Regulatory Issues (3)	3
CIS270*	Essentials of Network and Information Security (3) **OR**	
ITS110*	Information Security Fundamentals (3)	3-6
ITS240*	Ethical Hacking and Network Defense	3

Related Area: 0-5

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

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

Information Technology

Specialization 2: Database Development 36-38

Information Technology Core: 21-22

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3) **OR**	
MST150xx	Microsoft Windows (3)	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS119DO*	Introduction to Oracle: SQL	3
CIS133DA	Internet/Web Development Level I	3
CIS156* CIS162xx*	Python Programming: Level I (3) **OR** Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190* CNT140AB	Introduction to Networking (3) **OR** Introduction to Networks (4)	3-4
CIS224 CIS250	Project Management Microsoft Project for Windows (3) **OR** Management of Information Systems (3)	3

Database Development: 15

CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS154*	Database Modeling and Design (3)	3
CIS150xx*	Programming Fundamentals	3
CIS164AB* CIS276DA*	Oracle: PL/SQL Programming (3) **OR** MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS217AM*	Advanced Microsoft Access: Database Management (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS225AB*	Object-Oriented Analysis and Design	3

Related Area: 0-2

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

Specialization 3: Desktop Support: 32-38

Information Technology Core: 24-25

BPC270*	A+ Exam Prep: Operating System Configuration and Support	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO* CIS276DA*	Introduction to Oracle: SQL (3) **OR** MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS126DL CIS126RH	Linux Operating System (3) **OR** Red Hat System Administration I (3)	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156* CIS162xx*	Python Programming: Level I (3) **OR** Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190* CNT140AB	Introduction to Networking (3) **OR** Introduction to Networks (4)	3-4
CIS224 CIS250*	Project Management Microsoft Project for Windows (3) **OR** Management of Information Systems (3)	3

Desktop Support: 6

BPC170*	A+ Exam Prep: Computer Hardware Configuration and Support	3
CIS102DA	Customer User Support	3

Related Area: 2-8

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

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

Information Technology

Specialization 4: Foundations of Mobile App Development 33-38

Information Technology Core: 21-22

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3) **OR**	
MST150xx	Microsoft Windows (3)	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS133DA	Internet/Web Development Level I	3
CIS162xx*	Any C Programming: Level I course	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows(3) **OR**	
CIS250*	Management of Information Systems (3)	3

Foundations of Mobile App Development: 12

CIS120DF	Introduction to Adobe Photoshop	3
CIS165*	Introduction to IOS Application Development	3
CIS165DA*	Introduction to Android Application Development	3
CIS165DB*	C#/VB.NET: Windows 8 App Development (3) **OR**	
CIS165DC*	Xamarin/C# Cross Platform Development (3)	3

Related Area: 0-5

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

Specialization 5: Microsoft Office Professional 31-38

Information Technology Core: 18-19

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS117DM	Microsoft Access: Database Management	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156*	Python Programming: Level I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
MST150xx	Microsoft Windows (3) **OR**	
BPC270	A+ Exam Prep: Operating System Configuration and Support (3)	3

Microsoft Office Professional: 11-13

BPC/OAS111AA	Computer Keyboarding (1) **OR**	
Permission of Program Director (0)		0-1
CIS113DE	Microsoft Word: Word Processing	3
CIS114DE	Excel Spreadsheet	3
CIS118DB	Desktop Presentation: PowerPoint	3
CIS124AA	Project Management Software: Level I (1) **AND**	
CIS124BA	Project Management Software: Level II (1) **OR**	
CIS224	Project Management Microsoft Project for Windows (3)	2-3

Related Area: 0-8

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

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

Information Technology

Specialization 6: Microsoft Server 36-38

Information Technology Core: 21-22

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156*	Python Programming: Level I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows (3) **OR**	
CIS250*	Management of Information Systems (3)	3
MST150xx	Microsoft Windows	3

Microsoft Server: 15

CIS121AH	Microsoft PowerShell/Command Line Operations	3
MST155DC*	Installation, Storage, & Compute With Windows Server	4
MST157DC*	Networking With Windows Server	4
MST158DC*	Identity Management with Windows Server	4

Related Area: 0-2

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

Specialization 7: Oracle Database Operations 32-38

Information Technology Core: 21-22

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3) **OR**	
MST150xx	Microsoft Windows (3)	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS119DO*	Introduction to Oracle: SQL	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156*	Python Programming: Level I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows (3) **OR**	
CIS250*	Management of Information Systems (3)	3

Oracle Database Operations: 9

CIS119DP*	Oracle: Database Administration	3
CIS154*	Database Modeling and Design	3
CIS164AB*	Oracle: Developer PL/SQL Programming	3

Related Area: 2-8

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

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

Information Technology

Specialization 8: Programming and Systems Analysis Level 1: 32-38

Information Technology Core: 21-22

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
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3) **OR**	
MST150xx	Microsoft Windows (3)	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows (3) **OR**	
CIS250*	Management of Information Systems (3)	3

Programming and Systems Analysis: 9

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
CIS166xx*	Any Web Scripting course	3
GBS151	Introduction to Business	3

Related Area: 1-8

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

Specialization 9: Redhat Linux Engineer 32-38

Information Technology Core: 21-22

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS126RH	Red Hat System Administration I	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156*	Python Programming: Level I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows (3) **OR**	
CIS250*	Management of Information Systems (3)	3

Redhat Linux Engineer: 6

CIS238RH*	Red Hat System Administration II	3
CIS240RH*	Red Hat System Administration III	3

Related Area: 5-11

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

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

Information Technology

Specialization 10: Web Foundations: 36-38

Information Technology Core: 21-22

BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3) **OR**	
MST150xx	Microsoft Windows (3)	3
CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
CIS133DA	Internet/Web Development Level I	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156*	Python Programming: Level I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS224	Project Management Microsoft Project for Windows (3) **OR**	
CIS250*	Management of Information Systems (3)	3

Web Foundation: 15

CIS120DF	Introduction to Adobe Photoshop	3
CIS136	Content Management Systems: WordPress	3
CIS166AA*	Introduction to Javascript	3
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3

Related Area: 0-2

Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:

BPCxxxxx	Any BPC Business-Personal Computers courses
CISxxxxx	Any CIS Computer Information Systems courses
CLDxxxxx	Any CLD Cloud Computing courses
CNTxxxxx	Any CNT Cisco Network Technology courses
ITSxxxxx	Any ITS Information Technology Security courses
MSTxxxxx	Any MST Microsoft Technology courses

Specialization 11: A related Certificate of Completion (CCL) at the discretion of the Program Director (minimum of 11 credits) AND the following core courses with permission of the Program Director.

Information Technology Core: 21-22

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS117DM	Microsoft Access: Database Management (3) **OR**	
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3) **OR**	
MST150xx	Microsoft Windows (3)	3
CIS150AB*	Object Oriented Programming Fundamentals (3) **OR**	
CIS156*	Python Programming: Level I (3) **OR**	
CIS162xx*	Any C Programming: Level I course (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS190	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4)	3-4
CIS133DA	Internet/Web Development Level I	3
CIS224*	Project Management Microsoft Project for Windows (3) **OR**	
CIS250	Management of Information Systems (3)	3

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

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

Information Technology

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) 3

Critical Reading 0-3

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

Mathematics 3-6

MAT140* College Mathematics SUN# MAT1142 (5) **OR**
MAT141* College Mathematics SUN# MAT1142 (4) **OR**
MAT142* College Mathematics (3) SUN# MAT1142 **OR**
MAT145 College Mathematics with Review (5) **OR**
MAT146 College Mathematics with Review (6) SUN# MAT1142 **OR**
Equivalent or higher level mathematics course in the Mathematical Applications [MA] area 3-6

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course from the Humanities, Arts and Design [HU] area. 3

Social-Behavioral Sciences 3

Any approved general education course from the Social-Behavioral Sciences [SB] area. 3

Natural Sciences 4

Any approved general education course from the Natural Science [SG] or [SQ] area. 4

Certificate of Completion in Desktop Support

The Certificate of Completion (CCL) in Desktop Support program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs. The classes focus on the development of knowledge and skills in computer, network, and security technologies, as well as the interpersonal skills in customer service/technical support needed to be successful within the industry. Depending on course selection, this program helps prepare students for the CompTIA A+, CompTIA Network+, and/or CompTIA Linux+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Code: 5043

CIP Code: 11.1006

Field of Interest: Computer and Information Technology

Program Notes:

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

Required courses and restricted electives must be taken within five (5) years prior to completion of the program to be applied toward this award.

Required Courses: 18-19

BPC170* A+ Exam Prep: Computer Hardware Configuration and Support 3
BPC270* A+ Exam Prep: Operating System Configuration and Support 3
CIS102DA Customer User Support 3
CIS105 Survey of Computer Information Systems SUN# CIS1120 3
CIS126DL Linux Operating System (3) **OR**
CIS126RH Red Hat System Administration I (3) 3
CIS190* Introduction to Networking (3) **OR**
CNT140AB Introduction to Networks (4) 3-4

(Note: CNT140AB is recommended for students interested in pursuing their Cisco Network Administration Certification).

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

Information Technology

Restricted Electives: 1-3

Students must select one to three (1-3) credits from the following:

BPC171	Recycling Used Computer Technology	1
CIS290AA*	Computer Information Systems Internship	1
CIS290AB*	Computer Information Systems Internship	2
CIS290AC*	Computer Information Systems Internship	3
CIS296WB*	Cooperative Education	2
CIS296WC*	Cooperative Education	3
CIS298AA*	Special Projects	1
CIS298AB*	Special Projects	2
CIS298AC *	Special Projects	3

Certificate of Completion in Microsoft Office Professional

The Certificate of Completion (CCL) in Microsoft Office Professional emphasizes training on word processing, spreadsheet, database, and presentation software for business purposes. This certificate provides students with the knowledge and skills requisite of various business settings. This certificate helps with initial preparation for the Microsoft examinations for certification as a Microsoft Office Specialist (MOS). This certificate embeds into the Associate in Applied Science (AAS) degree in Information Technology and Certificate of Complete (CCL) in Microsoft Office Specialist.

Program Code: 5132

CIP Code: 11.0601

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates any suffixed courses.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 16-22

BPC/OAS111AA	Computer Keyboarding I (1) **OR** Permission of Program Director (0)	0-1
CIS105	Survey of Computer Information Systems (3) SUN# CIS1120 **OR** Permission of Program Director (0)	0-3
CIS113DE	Microsoft Word: Word Processing	3
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS118DB	Desktop Presentation: Powerpoint	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS121AE	Windows Operating System: Level I (1) **AND**	
CIS122AE	Windows Operating System: Level II (1) **OR**	
MST150xx	Microsoft Windows (3)	2-3
CIS124AA	Project Management Software: Level I (1) **AND**	
CIS124BA	Project Management Software: Level II (1) **OR**	
CIS224	Project Management Microsoft Project for Windows (3)	2-3

Certificate of Completion in Microsoft Office Specialist

The Certificate of Completion (CCL) in Microsoft Office Specialist emphasizes advanced training on word processing, spreadsheet, and database software for business purposes. This certificate builds upon the knowledge and skills gained by the CCL in Microsoft Office Professional for use in various business settings. This certificate helps prepare students for the Microsoft Office Specialist (MOS) certification examinations. This certificate embeds into the Associate in Applied Science (AAS) degree in Information Technology.

Program Code: 5137

CIP Code: 11.0601

Field of Interest: Computer and Information Technology

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

Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 25-31

The following courses are required and included in Microsoft Office Professional CCL:

BPC/OAS111AA	Computer Keyboarding I (1) **OR** Permission of Program Director (0)	0-1
CIS105	Survey of Computer Information Systems (3) SUN# CIS1120 **OR** Permission of Program Director (0)	0-3
CIS113DE	Microsoft Word: Word Processing	3
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS118DB	Desktop Presentation: Powerpoint	3
BPC270*	A+ Exam Prep: Operating System Configuration and Support (3) **OR**	
CIS121AE	Windows Operating System: Level I (1) **AND**	
CIS122AE	Windows Operating System: Level II (1) **OR**	
MST150xx	Microsoft Windows (3)	2-3
CIS124AA	Project Management Software: Level I (1) **AND**	
CIS124BA	Project Management Software: Level II (1) **OR**	
CIS224	Project Management Microsoft Project for Windows (3)	2-3

The following courses are required in Microsoft Office Specialist CCL:

CIS213DE	Microsoft Word: Word Processing	3
CIS214DE	Advanced Excel Spreadsheet: Level II	3
CIS217AM	Microsoft Access: Database Management	3

Certificate of Completion in Web Foundations

The Certificate of Completion (CCL) in Web Foundations introduces students to designing and developing web pages. This CCL prepares students for entry level web positions. Certificates of Completion (CCL) in Web Design and Web Development are available. An Associate in Applied Science (AAS) degree in Web Design/Development is also available.

Program Code: 5984

CIP Code: 11.0801

Field of Interest: Computer and Information Technology

Program Notes:

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 21

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA	Internet/Web Development Level I	3
CIS136	Content Management Systems: WordPress	3
CIS166AA*	Introduction to Javascript	3
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

- Information Technology (60-69 credits)

Certificate of Completion in:

- Desktop Support (19-22 credits)
- Microsoft Office Professional (16-22 credits)
- Microsoft Office Specialist (25-31 credits)
- Web Foundations (21 credits)

Minimum GPA 2.00

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

Information Technology

AAS Program Disclosure for Information Technology:

Students interested in the Information Technology program have the option to enroll in the following Certificate of Completions (CCLs), also referred to as a Specializations:

Specialization: CCL/5154 Cybersecurity Fundamentals

Specialization: CCL/5043 Desktop Support

Specialization: CCL/5793 Foundations of Mobile App Development

Specialization: CCL/5132 Microsoft Office Professional

Specialization: CCL/5048 Programming and Systems Analysis Level I

Specialization: CCL/5984 Web Foundations.

However, Rio Salado College does not offer the following Specializations and they can be taken at any of the listed Maricopa Community Colleges:

Specialization: CCL/5083 Database Development EM, MC, SC.

Specialization: CCL/5031 Microsoft System Administration CG, EM, GC, MC, PC, PV

Specialization: CCL/5183N Oracle Database Operations CG

Specialization: CCL/5050N Red Hat Linux Engineer CG, EM, GW, GC, MC, PV, PC, SC, SM

Notes

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

Management

Associate in Applied Science in Management

The Associate in Applied Science (AAS) in Management program is designed to provide skills for management careers. Students completing this program are better equipped to apply competencies needed for successful performance in management occupations such as manufacturing, wholesaling, retailing, and service industries. The Certificate of Completion (CCL) in Management is fully embedded in this AAS. The following Certificates of Completion (CCL) are also available based on chosen restricted electives: Human Resources Management, Project Management, Business Administration, Supervision and Management, and Organizational Leadership. Some of these programs are available at select colleges. Please check with your local college for program availability.

Program Code: 3070

CIP Code: 52.0201

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 22-24

ACC111	Accounting Principles I	3
BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems (3) SUN# CIS1120	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
GBS120	Workplace Communication Skills	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
MGT229	Management and Leadership I	3
MGT251	Human Relations in Business	3

Restricted Electives: 18

Students should select eighteen (18) credits from the following courses in consultation with a Department Advisor. Courses cannot be shared with Required Courses.

ACC110	Understanding and Using Accounting Systems (3) **OR**	
ACC112*	Accounting Principles II (3)	3
CIS114DE	Excel Spreadsheet	3
CIS224	Project Management Microsoft Project for Windows	3
GBS131	Business Calculations	3
IBS101	Introduction to International Business	3
MKT271	Principles of Marketing	3
MGTxxx	Any MGT Management course(s) (except courses used to satisfy Required Courses area)	3
TQM230	Teamwork Dynamics	2
TQM240	Project Management in Quality Organizations	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)	6

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)	3

Critical Reading 0-3

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

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

Management

Mathematics 3-5

Any approved general education course from the Mathematics [MA] area. 3-5

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course from the Humanities, Arts and Design [HU] area. 3

Social-Behavioral Sciences 3

SBU200	Society and Business	3

Natural Sciences 4

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area. 4

Certificate of Completion in Management

The Certificate of Completion (CCL) in Management is designed to provide skills for management careers. Students completing this program are better equipped to apply competencies needed for successful performance in management occupations such as manufacturing, wholesaling, retailing, and service industries. An Associate in Applied Science (AAS) in Management is also available.

Program Code: 5729

CIP Code: 52.0201

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 18

ACC111	Accounting Principles I	3
BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems (3) SUN# CIS1120	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
MGT229	Management and Leadership I	3
MGT251	Human Relations in Business	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Management
(62-69 credits)

Certificate of Completion in:

Management
(18 credits)

Minimum GPA 2.00

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

Mobile App Development

Associate in Applied Science in Mobile App Development

The Associate in Applied Science (AAS) in Mobile App Development provides students with the design and programming skills necessary for entry-level coding, programming, and software development positions with an emphasis on mobile apps. Students will be prepared for transfer to selected BAS programs. Students will be prepared to take the App Developer with Swift Certification Level 1, Microsoft C# Software Essentials, and Associate Android Developer certifications. A Certificate of Completion (CCL) in iOS Application Development, Android Application Development, Windows Application Development, Web App Development, Native Mobile App Development, Cross-Platform App Development, Foundations of Mobile App Development and Mobile App Development are also available.

Program Code: 3099

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

Students should consult with a Department Advisor in arranging their schedules.

Program requirements for CCL 5193 Mobile App Development and CCL 5914N iOS Application Development may be taken in the AAS 3099 Mobile App Development. An additional CCL within mobile apps may also be earned based on course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 25-30

CIS105	Survey of Computer Information Systems SUN # CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA*	Internet/Web Development Level I	3
CIS150AB*	Object-Oriented Programming Fundamentals	3
CIS156*	Python Programming: Level I (3) **OR**	
CIS159*	Visual Basic Programming I (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS162AD*	C#: Level I	3
CIS165*	Introduction to IOS Application Development	3
CIS165DA*	Introduction to Android Application Development	3
CIS165DB*	C#/VB.NET: Windows 8 App Development (3) **OR**	
CIS165DC*	Xamarin/C# Cross Platform Development (3)	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Restricted Electives: 9

Students must select one additional course from the following. Course may not apply to both Required Courses and Restricted Electives areas.

CIS156*	Python Programming: Level I	3
CIS159*	Visual Basic Programming I	3
CIS166AA*	Introduction to JavaScript	3
CIS166AE*	Web Scripting with PHP: Hypertext Preprocessor (PHP)	3

Students must select two additional courses from the following. Courses may not apply to both Required Courses and Restricted Electives areas.

CIS233DA*	Internet/Web Development Level II	3
CIS262AD*	C# Level II	3
CIS265*	Advanced iOS Application Development	3
CIS265DA*	Advanced Android Application Development	3
CIS276DA*	MySQL Database	3
CIS276DB*	SQL Server Database	3

General Electives: 0-5

Select additional courses 100-level or higher to complete the minimum total program credits required for this degree. Consult with the Program Director or an Academic Advisor.

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

Mobile App Development

General Education Requirements: 22-28

General Education Core: 12-18

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) 6

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) 3

Critical Reading 0-3

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

Mathematics 3-6

MAT140* College Mathematics SUN# MAT1142 (5) **OR**
MAT141* College Mathematics SUN# MAT1142 (4) **OR**
MAT142* College Mathematics SUN# MAT1142 **OR**
MAT145 College Mathematics with Review (5) **OR**
MAT146 College Mathematics with Review (6) SUN# MAT1142 **OR**
Equivalent or higher level mathematics course in the Mathematical Applications [MA] area. 3-6

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 Android App Development

The Certificate of Completion (CCL) in Android App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on Android mobile apps. This CCL will help prepare students to take the Associate Android Developer industry certification. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificate of Completion (CCL) in Mobile App Development, and Certificate of Completion (CCL) in Native Mobile App Development, which are also available at select colleges. Please check with your local college for program availability.

Program Code: 5834N

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

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

Students should consult with a Department Advisor in arranging their schedules.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 9-12

CIS105 Survey of Computer Information Systems SUN# CIS1120 **OR**
Permission of Instructor 0-3
CIS150* Programming Fundamentals (3) **OR**
CIS150AB* Object-Oriented Programming Fundamentals (3) **OR**
CIS156* Python Python Programming: Level I (3) **OR**
CIS159* Visual Basic Programming I (3) **OR**
CIS162AD* C# Level I (3) **OR**
CIS163AA* Java Programming: Level I (3) 3

CIS150 or CIS150AB recommended for students with no programming experience or who plan to complete the AAS 3099 or CCL 5193 in Mobile App Development.

CIS165DA* Introduction to Android Application Development 3
CIS265DA* Advanced Android Development 3

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

Mobile App Development

Certificate of Completion in Cross-Platform App Development

The Certificate of Completion (CCL) in Cross-Platform App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on Windows Mobile apps and web apps. This CCL will help students prepare to take the Microsoft Technology Associate (MTA) Software Development Fundamentals C# certification. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificate of Completion (CCL) in Mobile App Development.

Program Code: 5067

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

Program requirements for CCL/5833N Windows App Development and CCL/5835N Web App Development may be taken in the CCL/5067 Cross-Platform App Development.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 18-21

CIS105	Survey of Computer Information Systems SUN # CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS133DA*	Internet/Web Development Level I	3
CIS162AD*	C#: Level I	3
CIS165DB*	C#/VB.NET: Windows 8 App Development (3) **OR**	
CIS165DC*	Xamarin/C# Cross Platform Development (3)	3
CIS166AA*	Introduction to JavaScript	3
CIS233DA*	Internet/Web Development Level II	3
CIS262AD*	C# Level II	3

Certificate of Completion in Foundations of Mobile App Development

The Certificate of Completion (CCL) in the Foundations of Mobile App Development prepares students for employment in entry-level coding, programming, and software development positions with foundational experience in a variety of platforms, including iOS, Android, Windows and web app development. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificate of Completion (CCL) in Mobile App Development.

Program Code: 5793

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

Students should consult with a Department Advisor in arranging their schedules.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 18-21

CIS105	Survey of Computer Information Systems SUN # CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA*	Internet/Web Development Level I	3
CIS162AD*	C#: Level I	3
CIS165*	Introduction to IOS Application Development	3
CIS165DA*	Introduction to Android Application Development	3
CIS165DB*	C#/VB.NET: Windows 8 Mobile App Development (3) **OR**	
CIS165DC*	Xamarin/C# Cross Platform Development (3)	3

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

Mobile App Development

Certificate of Completion in iOS App Development

The Certificate of Completion (CCL) in iOS App 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. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCLs) in Native App Development and Mobile App Development.

Program Code: 5914N

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 9-12

CIS105	Survey of Computer Information Systems SUN# CIS1120 **OR** Permission of Program Director, Department or Division Chair (0)	0-3
CIS150AB*	Object-Oriented Programming Fundamentals	3
CIS165*	Introduction to IOS Application Development	3
CIS265*	Advanced iOS Application Development	3

Certificate of Completion in Mobile App Development

The Certificate of Completion (CCL) in Mobile App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on mobile apps. Students will be prepared to take the App Developer with Swift Certification Level 1, Microsoft C# Software Essentials, and Associate Android Developer certifications. An Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCL) in iOS Application Development, Android Application Development, Windows Application Development, Web App Development, Native Mobile App Development, Cross-Platform App Development and Foundations of Mobile App Development are also available.

Program Code: 5193

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

Students should consult with a Department Advisor in arranging their schedules.

Program requirements for CCL 5914N iOS Application Development may be taken in the CCL 5193 Mobile App Development. An additional CCL within mobile apps may also be earned based on course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

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

Mobile App Development

Required Courses: 24-27

CIS105	Survey of Computer Information Systems SUN # CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA*	Internet/Web Development Level I	3
CIS150AB*	Object-Oriented Programming Fundamentals	3
CIS156*	Python Programming: Level I (3) **OR**	
CIS159*	Visual Basic Programming I (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3
CIS162AD*	C#: Level I	3
CIS165*	Introduction to IOS Application Development	3
CIS165DA*	Introduction to Android Application Development	3
CIS165DB*	C#/VB.NET: Windows 8 App Development (3) **OR**	
CIS165DC*	Xamarin/C# Cross Platform Development (3)	3

Restricted Electives: 9

Students must select one additional course from the following. Course may not apply to both Required Courses and Restricted Electives areas.

CIS156*	Python Python Programming: Level I	3
CIS159*	Visual Basic Programming I	3
CIS166AA*	Introduction to JavaScript	3
CIS166AE*	Web Scripting with PHP: Hypertext Preprocessor (PHP)	3

Students must select two additional courses from the following. Courses may not apply to both Required Courses and Restricted Electives areas.

CIS233DA*	Internet/Web Development Level II	3
CIS262AD*	C# Level II	3
CIS265*	Advanced iOS Application Development	3
CIS265DA*	Advanced Android Application Development	3
CIS276DA*	MySQL Database	3
CIS276DB*	SQL Server Database	3

Certificate of Completion in Native Mobile App Development

The Certificate of Completion (CCL) in Native Mobile App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on native iOS and Android mobile apps. This CCL will help students prepare to take the App Developer with Swift Certification Level 1 and Associate Android Developer certifications. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificate of Completion (CCL) in Mobile App Development.

Program Code: 5063

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

Students should consult with a Department Advisor in arranging their schedules.

Program requirements for CCL5834 Android Application Development and CCL5914N iOS Application Development CCL may be taken in the CCL 5063 Native Mobile App Development.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 18-21

CIS105	Survey of Computer Information Systems SUN # CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS150*	Programming Fundamentals (3) **OR**	
CIS156*	Python Python Programming: Level I (3) **OR**	
CIS159*	Visual Basic Programming I (3) **OR**	
CIS162AD*	C# Level I (3) **OR**	
CIS163AA*	Java Programming: Level I (3)	3

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

Mobile App Development

CIS150AB*	Object-Oriented Programming Fundamentals	3
CIS165*	Introduction to iOS Application Development	3
CIS165DA*	Introduction to Android Application Development	3
CIS265*	Advanced iOS Application Development	3
CIS265DA*	Advanced Android Application Development	3

Certificate of Completion in Web App Development

The Certificate of Completion (CCL) in Web App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on web apps. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCL) in Mobile App Development and Cross-Platform App Development, which are available at select colleges. Please check with your local college for program availability.

Program Code: 5835N

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

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.

Students should consult with a Department Advisor in arranging their schedules.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 9-12

CIS105	Survey of Computer Information Systems SUN# CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS133DA*	Internet/Web Development Level I	3
CIS166AA*	Introduction to JavaScript	3
CIS233DA*	Internet/Web Development Level II	3

Certificate of Completion in Windows App Development

The Certificate of Completion (CCL) in Windows App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on Windows platform and cross-platform apps. This CCL will help prepare students to take the MTA Software Development Fundamentals C# certification. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCLs) in Cross-Platform App Development and Mobile App Development.

Program Code: 5833N

CIP Code: 11.0202

Field of Interest: Computer and Information Technology

Program Notes:

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

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

Students should consult with a Department Advisor in arranging their schedules.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 9-12

CIS105	Survey of Computer Information Systems SUN# CIS1120 **OR**	
Permission of Program Director, Department or Division Chair (0)		0-3
CIS162AD*	C#: Level I	3
CIS165DB*	C#/VB.NET: Windows 8 App Development (3) **OR**	
CIS165DC*	Xamarin/C# Cross Platform Development (3)	3
CIS262AD*	C# Level II	3

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

Mobile App Development

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

- Mobile App Development
  (61-67 credits)

Certificate of Completion in:

- Android App Development
  (9-12 credits)
- Cross-Platform App Development
  (18-21 credits)
- Foundations of Mobile App Development
  (18-21 credits)
- iOS Application Development
  (9-12 credits)
- Mobile App Development
  (33-36 credits)
- Native Mobile App Development
  (18-21 credits)
- Web App Development
  (9-12 credits)
- Windows App Development
  (9-12 credits)

Minimum GPA 2.00

Notes

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

Organizational Management

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.

Program Code: 3727

CIP Code: 52.1003

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 19-22

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
Certificate of Completion in Organizational Leadership (5731) - 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

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)	6

Oral Communication 3

Any approved general education course from the Oral Communication area. 3

Critical Reading 0-3

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

Mathematics 3-5

Any approved general education course in the Mathematics area. 3-5

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences [SB] area. 3

Natural Sciences 4

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area. 4

** 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.

Program Code: 5731

CIP Code: 52.0213

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

Students must earn a grade of C or better in 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

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Organizational Management
(61-68 credits)

Certificate of Completion in:

Organizational Leadership
(18 credits)

Minimum GPA 2.00

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

Paralegal

Associate in Applied Science in Paralegal

The Associate in Applied Science (AAS) in Paralegal program is designed to provide students with the education for a paralegal career. The program covers substantive and procedural areas of law, including legal ethics, civil procedure, criminal procedure, legal research, and legal writing. The program trains students in legal skills sets, preparing students for industry certification and employment in a multitude of legal settings. The program includes both a Certificate of Completion (CCL) in Paralegal and an Associate in Applied Science (AAS) in Paralegal. While this program was not designed to transfer to a 4-year university or stand alone as a pre-law major, it may apply toward Bachelor of Applied Science (BAS) or other programs.

Program Code: 3126

CIP Code: 22.0302

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Required Courses: 37-42

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

The below courses fulfill the requirements for the Certificate of Completion in Paralegal (5685)

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
PAR101	Introduction to the Paralegal Profession	3
PAR102*	Paralegal Research, Analysis, and Writing I	3
PAR103*	Paralegal Research, Analysis, and Writing II	3
PAR104*	Ethics for the Paralegal	3
PAR106*	Legal Foundations for Paralegals	3
PAR112*	Civil Litigation I	3
PAR114*	Civil Litigation II	3
PAR206*	Paralegal Business Law	3
PAR208*	Introduction to Tort Law	3
PAR224*	Law Office Technology for the Paralegal	3

Restricted Electives: 6-9

PAR230*	Family 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
PAR236*	Estate and Elder Law for the Paralegal	3
PAR237*	Paralegals and Environmental Law	3
PAR238*	Immigration Law for the Paralegal	3
PAR239*	Legal Investigation for the Paralegal	3
PAR240	Introduction to eDiscovery for the Paralegal	3
PAR260*	Legal Career Preparation	1
PAR290AA*	Internship for the Paralegal	1
PAR290AB*	Internship for the Paralegal	2
POS110	American National Government SUN# POS1110	3
POS221	Arizona Constitution	1
POS222	U.S. Constitution	2

General Education Requirements: 19-22

General Education Core: 9-12

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)	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)	3

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

Paralegal

Critical Reading 0

Met by CRE101 College Critical Reading and Critical Thinking or equivalent in the Required Courses area.

Mathematics 3-6

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

Satisfactory completion of a higher level mathematics course. 3-6

Recommended for transfer:

MAT140* College Mathematics SUN # MAT1142 (5) **OR**

MAT141* College Mathematics SUN # MAT1142 (4) **OR**

MAT142* College Mathematics SUN # MAT1142 (3) **OR**

Any higher approved general education course in the Mathematical Applications [MA] area (3-6)

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 Paralegal

The Certificate of Completion (CCL) in Paralegal program is designed to provide students with the education for a paralegal career. The program covers substantive and procedural areas of law, including legal ethics, civil procedure, criminal procedure, legal research and legal writing. The program provides students with legal skill sets, preparing students for industry certification and employment in a multitude of legal settings. Students may also pursue an Associate in Applied Science (AAS) in Paralegal.

Program Code: 5685

CIP Code: 22.0302

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

Students must earn a grade of C or better in 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
PAR101	Introduction to the Paralegal Profession	3
PAR102*	Paralegal Research, Analysis, and Writing I	3
PAR103*	Paralegal Research, Analysis, and Writing II	3
PAR104*	Ethics for the Paralegal	3
PAR106*	Legal Foundations for Paralegals	3
PAR112*	Civil Litigation I	3
PAR114*	Civil Litigation II	3
PAR206*	Paralegal Business Law	3
PAR208*	Introduction to Tort Law	3
PAR224*	Law Office Technology for the Paralegal	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Paralegal
(65-70 credits)

Certificate of Completion in:

Paralegal
(36-39 credits)

Minimum GPA 2.00

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

Certificate of Completion in Precision Optics Level I

The Certificate of Completion (CCL) in Precision Optics Level I program prepares students for entry-level employment in the field of optical systems technology. Includes introductory coursework in optical applications and the machinery, tools and systems used for manufacturing processes. Also includes mathematical concepts and exploration of career opportunities, as well as an introduction to professional skills.

Program Code: 5284N

CIP Code: 15.0304

Field of Interest: Applied Technology

Program Notes:

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

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

Required Courses: 9

GBS120	Workplace Communication Skills	3
OPT105	Introduction to Precision Optics	3
OPT107	Precision Optics and Mathematical Concepts	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Precision Optics Level I
(9 credits)

Minimum GPA 2.00

Notes

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

Programming and Systems Analysis

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 (CCLs) in Programming and Systems Analysis Level I and Level II and iOS App Development are also available.

Program Code: 3844

CIP Code: 11.0501

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Consultation with an Academic Advisor is recommended for course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 34-37

CIS105	Survey of Computer Information Systems SUN # CIS1120	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
CIS133DA	Internet/Web Development Level I	3

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

CIS150* CIS150AB*	Programming Fundamentals (3) **OR** Object-Oriented Programming Fundamentals (3)	3
CIS166xx*	Any Web Scripting course(s)	3
CIS190* CNT140AB MST140*	Introduction to Networking (3) **OR** Introduction to Networks (4) **OR** Microsoft Networking Essentials (3)	3-4
CIS225AB*	Object-Oriented Analysis and Design (3) **OR**	
CIS250*	Management of Information Systems (3)	3
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA* CIS276DB*	MySQL Database (3) **OR** SQL Server Database (3)	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

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

CIS156*	Python Programming: Level I (3) **AND**
CIS256*	Python Programming: Level II (3) **OR**
CIS159* CIS259*	Visual Basic Programming I (3) **AND** 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* CIS263AA*	Java Programming: Level I (3) **AND** Java Programming: Level II (3) **OR**
CIS165xx*	Any Mobile Application Development course (3) **AND**
CIS265*	Advanced iOS Application Development (3) 6

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

Programming and Systems Analysis

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
CIS256*	Python Programming: 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

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

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		0-3

Mathematics 3-6

MAT150*	College Algebra/Functions SUN# MAT1151 (5) **OR**	
MAT151*	College Algebra/Functions SUN# (MAT1151 4) **OR**	
MAT152*	College Algebra/Functions SUN# MAT1151 (3) **OR**	
MAT155*	College Algebra/Functions with Review SUN# MAT1151 (5) **OR**	
MAT156*	College Algebra/Functions with Review SUN# MAT1151 (6)	3-6

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design [HU] area. 3

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 4

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

Programming and Systems Analysis

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.

Program Code: 5047

CIP Code: 11.0201

Field of Interest: Computer and Information Technology

Program Notes:

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Program Prerequisites: 0-5

Students selecting CSC110 in the Required Courses area must complete MAT120 or MAT121 or 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

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 App Development and an Associate in Applied Science (AAS) in Programming and Systems Analysis are also available.

Program Code: 5048

CIP Code: 11.0501

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Consultation with an Academic Advisor is recommended for course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 24

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
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
CIS150*	Programming Fundamentals (3) **OR**	
CIS150AB*	Object-Oriented Programming Fundamentals (3)	3
CIS166xx*	Any Web Scripting course(s)	3
GBS151	Introduction to Business	3

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

Programming and Systems Analysis

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:

CIS156*	Python Programming: Level I (3) **OR**	
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 Programming and Systems Analysis Level II provides an in-depth exploration of different computer language and technical skills. This CCL includes, but is not limited to the following: local area networks, team roles, and dynamics. A Certificate of Completion (CCL) in iOS Application Development and an Associate in Applied Science (AAS) in Programming and Systems Analysis are available.

Program Code: 5962

CIP Code: 11.0501

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

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
CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276DA*	MySQL Database (3) **OR**	
CIS276DB*	SQL Server Database (3)	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
CIS150*	Programming Fundamentals (3) **OR**	
CIS150AB*	Object-Oriented Programming Fundamentals (3)	3
CIS156*	Python Programming: Level I (3) **OR**	
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
CIS166xx*	Any Web Scripting course(s)	3
GBS151	Introduction to Business	3

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

CIS190*	Introduction to Networking (3) **OR**	
CNT140AB	Introduction to Networks (4) **OR**	
MST140*	Microsoft Networking Essentials (3)	3-4
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:

CIS256*	Python Programming: Level II (3) **OR**	
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

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

Programming and Systems Analysis

Restricted Electives: 3-4

Select one of the courses below that best aligns with academic and professional goals for a total of 3-4 credits. Students may not choose courses they have taken from the required courses area.

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
CIS224	Project Management Microsoft Project for Windows	3
CIS251*	Computer Game Development-Level II	3
CIS256*	Python Programming: 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
CIS267*	Pega System Architect Essentials	4
GBS211	Legal, Ethical and Regulatory Issues of the Internet Studies	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Programming and Systems Analysis
(62-71 credits)

Certificate of Completion in:

Programming
(21-26 credits)

Programming and Systems Analysis Level I
(24 credits)

Programming and Systems Analysis Level II
(36-38 credits)

Minimum GPA 2.00

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

Public Administration

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 and non-profit agencies and those desiring employment or advancement within these agencies. The program covers the history, present, and future of public administration. Courses include topics on public policy, finance, human resources, organizational behavior, and government.

Program Code: 3692

CIP Code: 52.0206

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 19-21

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

The below courses fulfill the requirements for the Certificate of Completion in Public Administration (5691):

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	3

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 nine (9) credits within a discipline.

ACC111	Accounting Principles I	3
ACC112* ACC230*	Accounting Principles II (3) **OR** Uses of Accounting Information I (3)	3
ACC212*	Managerial Accounting SUN # ACC2202 (3) **OR**	
ACC240*	Uses of Accounting Information II (3)	3
ECN211	Macroeconomic Principles SUN # ECN2201	3
ECN212	Microeconomic Principles SUN # ECN2202	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS233*	Business Communication	3
MGT175	Business Organization and Management	3
MGT229	Management and Leadership I	3
POS221	Arizona Constitution	1
PSY101	Introduction to Psychology SUN # PSY1101	3
SOC101	Introduction to Sociology SUN # SOC1101	3
SOC212	Gender and Society	3
CISxxx	Any CIS Computer Information Systems course	
HCCxxx	Any HCC Health Core Curriculum course	
HCRxxx	Any HCR Health Care Related course	
LETxxx	Any LET Law Enforcement Technology course	
PADxxx	Any PAD Public Administration course	

General Education Requirements: 22-28

General Education Core: 12-18

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

Public Administration

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) 6

Oral Communication 3

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

Critical Reading 0-3

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

Mathematics 3-6

Any approved general education course from the Mathematics area. 3-6

Recommended for transfer to a bachelor's program:

MAT140* College Mathematics SUN# MAT1142 (5) **OR**
MAT141* College Mathematics SUN# MAT1142 (4) **OR**
MAT142* College Mathematics SUN# MAT1142 (3) **OR**
MAT145 College Mathematics with Review SUN# MAT1142 (5) **OR**
MAT146 College Mathematics with Review SUN# MAT1142 (6) **OR**
Higher level course in the Mathematical Applications [MA] area (3-6) 3-6

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences area. 3

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

Certificate of Completion in Public Administration

The Certificate of Completion (CCL) in Public Administration program is designed to meet the needs of employees of government or non-profit agencies and those desiring employment or advancement. The program covers the history, present, and future of public administration. Courses include topics on public policy, finance, human resources, organizational behavior, and government. An Associate in Applied Science (AAS) in Public Administration is also available.

Program Code: 5691

CIP Code: 52.0204

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

Students must earn a grade of C or better in 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

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Public Administration
(62-70 credits)

Certificate of Completion in:

Public Administration
(18 credits)

Minimum GPA 2.00

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

Quality Customer Service

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 the knowledge, skills, and habits of mind for entry or advancement in the field of customer service. Students will explore specific areas of focus based on career goals. Courses will be offered in customer service, teamwork, communication skills, and professional development. A Certificate of Completion (CCL) in Quality Customer Service is also available.

Program Code: 3810

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 18-20

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
CCL in Quality Customer Service (5728)		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. Courses cannot be used to satisfy both Restricted Electives and Required Courses.

AIRxxx	Any AIR Airline Operations 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.
INSxxx	Any INS Insurance Studies course(s)
MGTxxx	Any MGT Management course.
PADxxx	Any PAD Public Administration course.
PHTxxx	Any PHT Pharmacy Technology course.
SBSxxx	Any SBS Small Business Management course.
TLTxxx	Any TLT Telecommunications Technology course.
TQMxxx	Any TQM Total Quality Management course.
UCSxxx	Any UCS Utilities Customer Service course.

General Education Requirements: 22-28

General Education Core: 12- 18

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)	6

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		0-3

Mathematics 3-6

MAT112*	Mathematical Concepts and Applications (3) **OR**	
Satisfactory completion of a higher level mathematics course.		3-6

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

Quality Customer Service

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences area. 3

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment in the field of customer service. Courses will be offered in customer service, teamwork, communication skills, and professional development.

Program Code: 5728

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 14

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

Restricted Electives: 3

COM263	Elements of Intercultural Communication	3
MGT175	Business Organization and Management	3
MGT251	Human Relations in Business	3
SOC212	Gender and Society	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Quality Customer Service
(62-71 credits)

Certificate of Completion in:

Quality Customer Service
(17 credits)

Minimum GPA 2.00

For additional Educational Partnership Programs in Quality Customer Service, see pages **211-221.**

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

Real Estate: Prelicense

Certificate of Completion in Real Estate: Prelicense

The Certificate of Completion (CCL) in Real Estate: Prelicense introduces students to the real estate profession. This program is designed to prepare students to meet the requirements to take the Arizona State Real Estate Salesperson's Exam. Emphasis will be placed on license laws, real and personal property, financing, purchasing, selling, renting, legal descriptions, rights and interests in property, ownership, contracts, real estate terminology and economics, investing in real estate, foreclosure, land use, and evaluation.

This program is designed to meet education requirements for licensure or certification in the State of Arizona. Granting licensure and certification is the sole responsibility of the state board or approval agency. This program is only offered and available to students located in the State of Arizona. The Maricopa County Community College District and colleges define student location within Administrative Regulation 2.2.3(7).

Program Code: 5139N

CIP Code: 52.1501

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

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

Required Courses: 6.5

REA179	Real Estate Principles I (3) **AND**	
REA180*	Real Estate Principles II (3) **OR**	
REA201	Real Estate Principles I and II (6)	6
REA290AH	Real Estate Seminar: Contract Writing	0.5

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Real Estate: Prelicense
(6.5 credits)

Minimum GPA 2.00

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

Retail Management

Associate in Applied Science in Retail Management

The Associate in Applied Science (AAS) in Retail Management degree is designed to prepare individuals working in the retail management, food industry, and related fields, for the mid-level management position challenges of the future. The curriculum encompasses business essentials and also emphasizes the skill sets needed for effective management and communication in the work environment. Instruction will provide the background and knowledge necessary for students to develop the judgment skills they must exercise as business managers. A Certificate of Completion (CCL) in Retail Management is also available.

Program Code: 3048

CIP Code: 52.0212

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 28-33

Choose one of the following three accounting sequences:

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
BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
MGT101	Techniques of Supervision (3) **OR**	
MGT229	Management and Leadership I (3)	3
MGT180	Retail Management	3
MGT251	Human Relations in Business	3
MGT276	Human Resources Management	3
MKT271	Principles of Marketing	3
SBU200	Society and Business	3

Restricted Electives: 9-15

Student must complete an additional nine (9) to fifteen (15) credits from GBS, MGT, and/or MKT prefixed courses (except courses used to satisfy Required Courses area) to complete the minimum total program credits required for this degree. 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: 19-25

General Education Core: 12-18

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)	6

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

Oral Communication 3

COM100	Introduction to Human Communication (3) SUN# COM1100	3

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

Retail Management

Critical Reading 0-3

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

Mathematics 3-6

Any approved general education course from the Mathematics area.

General Education Distribution: 7

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 0

Met by SBU200 in Required Courses area.

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

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. An Associate in Applied Science (AAS) in Retail Management is also available.

Program Code: 5286

CIP Code: 52.0212

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 24

ACC111	Accounting Principles I (3) **OR**	
ACC211	Financial Accounting SUN# ACC2201 (3)	3
BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
COM100	Introduction to Human Communication SUN# COM1100	3
MGT101	Techniques of Supervision (3) **OR**	
MGT229	Management and Leadership I (3)	3
MGT251	Human Relations in Business	3
MGT180	Retail Management	3
MGT276	Human Resources Management	3
MKT271	Principles of Marketing	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Retail Management
(62-67 credits)

Certificate of Completion in:

Retail Management
(24 credits)

Minimum GPA 2.00

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

Risk Management and Insurance

Associate in Applied Science in Risk Management and Insurance

The Associate in Applied Science (AAS) in Risk Management and Insurance program is designed to provide students with foundational skills in insurance and risk management. This program encourages development of critical thinking, leadership, and communication skills as well as techniques for planning and organizing personal and business insurance strategies. Courses offer a framework of knowledge including an introduction to the insurance industry, risk management, principles of property and liability insurance, health, life, personal, and commercial insurance. A Certificate of Completion (CCL) in Risk Management and Insurance is also available and is fully embedded in this program.

Program Code: 3172

CIP Code: 52.1701

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 16-18

INS100	Insurance Industry Profession	3
INS200	Principles of Property and Liability Insurance	3
INS205*	Personal Insurance	3
INS210*	Commercial Insurance	3
BPC110	Computer Usage and Applications (3) **OR**	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Restricted Electives: 24

Students must choose twenty-four (24) industry/job related credits from the list of Restricted Electives below.

Students must choose 3-6 credits from:

Any INS Insurance Studies course except courses used to satisfy the Required Courses area. 3-6

AND

Students must choose a total of 18-21 credits from other Business courses listed up to the maximum number of credits allowed for each prefix.

ACCxxx	Any ACC Accounting course(s)	0-9
CIS113DE	Microsoft Word: Word Processing (3) **OR**	
CIS114DE	Excel Spreadsheet (3) **OR**	
CIS117DM	Microsoft Access: Database Management	0-3
COMxxx	Any COM Communication course(s)	0-3
EPSxxx	Any EPS Entrepreneurial Studies course(s)	0-6
GBSxxx	Any additional GBS General Business course(s) (Recommend GBS120 or GBS233 as one of the course options)	0-6
IBSxxx	Any IBS International Business course	0-3
MGTxxx	Any MGT Management course(s)	0-6
MKTxxx	Any MKT Marketing course(s)	0-6
REAxxx	Any REA Real Estate course(s)	0-6
SBSxxx	Any SBS Small Business Management course(s)	0-6
TQMxxx	Any TQM Total Quality Management course(s)	0-6

General Education Requirements: 22-28

General Education Core: 12-18

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# COM1100 (3) **OR**
COM225*	Public Speaking (3) **OR**
COM230	Small Group Communication SUN# COM2271 (3)

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

Risk Management and Insurance

Critical Reading 0-3

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

Mathematics 3-6

Any approved general education course from the Mathematics area. MAT1++ recommended.

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 Risk Management and Insurance

The Certificate of Completion (CCL) in Risk Management and Insurance program is designed to provide students with foundational skills in insurance and risk management. Courses offer a framework of knowledge including an introduction to the insurance industry, risk management, principles of property and liability insurance, health, life, personal, and commercial insurance. An Associate in Applied Science (AAS) in Risk Management and Insurance is also available.

Program Code: 5842

CIP Code: 52.1701

Program Notes:

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

xxx indicates that any suffixed course may be selected.

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) Recommended: COM110 Interpersonal Communication 3	0-6
GBSxxx	Any GBS General Business course(s) Recommended: GBS151 Introduction to Business 3 **OR** GBS205 Legal, Ethical, and Regulatory Issues in Business 3	0-6
INSxxx	Any INS Insurance Studies course(s) except courses used to satisfy Required Courses area	0-6
MGTxxx	Any MGT Management course(s) Recommended: MGT175 Business Organization and Management 3	0-6
MKTxxx	Any MKT Marketing course(s) Recommended: MKT271 Principles of Marketing 3	0-6
TQMxxx	Any TQM Total Quality Management course(s) Recommended: TQM101 Quality Customer Service 3	0-6

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Risk Management and Insurance (62-70 credits)

Certificate of Completion in:

Risk Management and Insurance (18 credits)

Minimum GPA 2.00

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

Semiconductor Manufacturing

Associate in Applied Science in Semiconductor Manufacturing

The Associate in Applied Science (AAS) in Semiconductor Manufacturing 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 processes, materials, and methods for characterization and fabrication of semiconductor chips and microelectronic components. Product stewardship, occupational safety and health procedures are emphasized throughout the program. The Certificates of Completion (CCL) in Introduction to Semiconductor Manufacturing and Semiconductor Manufacturing are also available.

Program Code: 3168

CIP Code: 15.1601

Field of Interest: Science, Technology, Engineering and Mathematics

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 27-29

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
MNT110	Nanotechnology: What Is It and Why It Matters	3
MNT120	Introduction to Microelectromechanical Systems (MEMS)	3
MNT130*	Introduction to Light and Lasers	4
MNT140	Careers and Professional Skills in Nanotechnology	1
MNT201	Materials, Safety, and Equipment for Nanotechnology	3
MNT215	Micro and Nano Fabrication Tools and Techniques	3
MNT225*	Material Properties and Effects of Size	3
MNT235*	Nanotechnology Characterization Tools and Techniques	3
MNT245*	Advanced Topics in Light and Lasers	3

Restricted Electives: 9-14

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
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

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

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

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

Semiconductor Manufacturing

Mathematics 3-6

MAT150*	College Algebra/Functions SUN# MAT1151 (5) **OR**
MAT151*	College Algebra / Functions SUN# MAT1151 (4) **OR**
MAT152*	College Algebra/Functions SUN# MAT1151 (3) **OR**
MAT155*	College Algebra/Functions with Review SUN# MAT1151 (5) **OR**
MAT156*	College Algebra/Functions with Review SUN# MAT1151 (6) **OR**
MAT182*	Plane Trigonometry (3) **OR**
MAT187*	Precalculus SUN# MAT1187 (5) **OR**
MAT188*	Precalculus (5) **OR**

Satisfactory completion of a higher level mathematics course. 3-6

General Education Distribution: 10

Humanities, Arts and Design 3

HISxxx	Any HIS History course in the Humanities, Arts and Design area (3) Recommend HIS102 History of Western Civilization 1789 to Present (3)

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 of Completion in Introduction to Semiconductor Manufacturing

The Certificate of Completion (CCL) in Introduction to Semiconductor Manufacturing program prepares students for entry-level employment and further education in the field of manufacturing of semiconductors and microelectronics. Includes the importance of nanotechnology, techniques and processes involved in microdevice manufacturing, introduction to light and lasers, and the foundational expectations for interpersonal and professional skills within the industry. Students will explore career opportunities as hands-on STEM technicians in semiconductor manufacturing.

Program Code: 5275N

CIP Code: 15.1601

Field of Interest: Science, Technology, Engineering and Mathematics

Program Notes:

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

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

Required Courses: 11

MNT110	Nanotechnology: What Is It and Why It Matters	3
MNT120	Introduction to Microelectromechanical Systems (MEMS)	3
MNT130*	Introduction to Light and Lasers	4
MNT140	Careers and Professional Skills in Nanotechnology	1

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

Semiconductor Manufacturing

Certificate of Completion in Semiconductor Manufacturing

The Certificate of Completion (CCL) in Semiconductor Manufacturing program is designed for students seeking employment in semiconductor manufacturing. This certificate provides an intermediate understanding of the scientific principles and application of practical skills involved in the fabrication and characterization of semiconductors, microelectronic components, and photonic integrated circuits. Students will have opportunities to prepare for entry-level employment, career transition, or career advancement as operators or technicians in these fields. This certificate of completion may also prepare students to take industry certification credential exams in safety, fabrication, characterization, material properties and photonics.

Program Code: 5276

CIP Code: 15.1601

Field of Interest: Science, Technology, Engineering and Mathematics

Program Notes:

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

Required Courses: 19

MNT130*	Introduction to Light and Lasers	4
MNT201	Materials, Safety, and Equipment for Nanotechnology	3
MNT215	Micro and Nano Fabrication Tools and Techniques	3
MNT225*	Material Properties and Effects of Size	3
MNT235*	Nanotechnology Characterization Tools and Techniques	3
MNT245*	Advanced Topics in Light and Lasers	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Semiconductor Manufacturing
(63-66 credits)

Certificate of Completion in:

Introduction to Semiconductor Manufacturing
(11 credits)

Semiconductor Manufacturing
(19 credits)

Minimum GPA 2.00

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

Small Business Management

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.

Program Code: 5153N

CIP Code: 52.0703

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

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

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 of Completion in Small Business Management Level II

The Certificate of Completion (CCL) in Small Business Management Level II program is designed to focus on aspects critical to a specific individual's small business. Prepares students to acquire additional skills, tools and knowledge necessary for successful start-up and operations of a business. A Certificate of Completion (CCL) in Small Business Management Level I is also available and fully embedded in this program.

Program Code: 5978

CIP Code: 52.0703

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

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

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

Small Business Management

Restricted Electives: 6

Choose 6 credits from the restricted electives below. Courses cannot be shared with Required Courses.

EPS150	Introduction to Entrepreneurship	3
EPS195	Business Start-Up and Planning	2
MGT253	Owning and Operating a Small Business	3
MKT271	Principles of Marketing	3
SBS202	Small Business Bookkeeping and Tax Preparation	1
SBS203	Financing and Cash Management For a Small Business	1
SBS204	Small Business Marketing and Advertising	2
SBS216*	Planning for a Small Business	2
SBS217	Starting/Managing a Home Business	1
SBS220	Internet Marketing for Small Business	2
SBS221	Social Media 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 Management Level I (10-12 credits)

Small Business Management Level II (16-18 credits)

Minimum GPA 2.00

Notes

** 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 interested in participating in the creation of a sustainable food system either through becoming a food service worker or food service manager in a food service establishment dedicated to sustainability or through creating such an establishment as a food entrepreneur. Graduates will gain a foundational knowledge of the major distinctions, beyond simply being a local establishment, that make a food operation sustainable in nature. Courses will cover careers in food preparation laws and sanitation guidelines, basic principles, and techniques for sustainable cooking, managing the sustainable kitchen, and the importance of diversity, equity, inclusion and belonging to the achievement of a truly sustainable food system. Foundational courses will equip students with the necessary hands-on skills for employment or self-employment in food service.

Program Code: 5158N

CIP Code: 19.0505

Field of Interest: Health Sciences

Program Notes:

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

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

Required Courses: 10

FON104	Certification in Food Service Safety and Sanitation	1
FON135	Sustainable Cooking	3
FON163	Sustainable Kitchen Practices	3
FON165	Sustainable Food Entrepreneurship	3

Certificate of Completion in Sustainable Food Systems: Food Service

The Certificate of Completion (CCL) in Sustainable Food Systems: Food Service curriculum is designed for students interested in participating in the creation of a sustainable food system either through becoming a food service worker or food service manager in a local, sustainable food operation. Graduates will gain a foundational knowledge of the major distinctions, beyond simply being a local establishment, that make a food operation sustainable in nature. Courses will cover careers in food preparation laws and sanitation guidelines, basic principles and techniques for sustainable cooking, and the importance of diversity, equity, inclusion and belonging to the achievement of a truly sustainable food system. Foundational courses will equip students with the necessary hands-on skills for entry-level employment in sustainable food service operations.

Program Code: 5270N

CIP Code: 19.0505

Field of Interest: Health Sciences

Program Notes:

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

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

Required Courses: 4

FON104	Certification in Food Service Safety and Sanitation	1
FON135	Sustainable Cooking	3

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

Sustainable Food Systems

Certificate of Completion in Sustainable Food Systems: Food Entrepreneur

The Certificate of Completion (CCL) in Sustainable Food Systems: Food Entrepreneur program is designed for students interested in creating a sustainable food operation. Graduates will gain a foundational knowledge of the major distinctions, beyond simply being a local establishment, that make a food operation sustainable in nature. Courses will cover careers in food preparation laws and sanitation guidelines, writing a business plan for a local sustainable food operation, and the importance of diversity, equity, inclusion and belonging to the achievement of a truly sustainable food system. Foundational courses will equip students with the necessary hands-on skills for self-employment in food service.

Program Code: 5271N

CIP Code: 19.0505

Field of Interest: Health Sciences

Program Notes:

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

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

Required Courses: 4

FON104	Certification in Food Service Safety and Sanitation	1
FON165	Food Entrepreneurship	3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Sustainable Food Systems
(10 credits)

Sustainable Food Systems: Food Service
(4 credits)

Sustainable Food Systems: Food Entrepreneur
(4 credits)

Minimum GPA 2.00

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

Web Design/Development

Associate in Applied Science in Web Design/Development

The Associate in Applied Science (AAS) in Web Design/Development prepares students to design, create, and administer interactive and professional web sites. Courses focus on "hands-on" experience with web publishing, web graphics preparation, scripting, content management systems and e-commerce solutions. The program provides students a pathway to either develop advanced skills in Web Design or Web Development. Certificates of Completion (CCLs) in Foundational Web Technologies, Web Design and Web Development are also available. Some of these programs are available at select colleges. Please check with your local college for program availability.

Program Code: 3185

CIP Code: 11.0801

Field of Interest: Computer and Information Technology

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 22-24

In addition to the required course work students must consult with a program advisor to select one of the specializations within the Restricted Electives area.

CIS105	Survey of Computer Information Systems SUN # CIS1120	3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA	Internet/Web Development Level I	3
CIS136	Content Management Systems: WordPress	3
CIS166AA*	Introduction to Javascript	3
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Restricted Electives: 17-22

Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.

Specialization I: Web Design 17-22

ART112	Two-Dimensional Design (3) **OR**	
AVC100	Introduction to Digital Arts (1) **AND**	
AVC181	Graphic Design I (3) **OR**	
ADA183	Digital Graphic Arts I (3)	3-4
CIS120DA	Introduction to Adobe Premiere (3) **OR**	
CIS120DK	Introduction to Digital Video Editing (3)	3
CIS120DB	Introduction to Adobe Illustrator	3
CIS120DC	Introduction to Adobe Animate (3) **OR**	
CIS220DF*	Adobe Photoshop Level II: Advanced Digital Imaging (3)	3
CIS138DA*	Desktop Design and Publishing Using Adobe InDesign	3

Students must select 2 to 6 credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business and/or Multimedia.

Specialization II: Web Development 18

CIS119DO*	Introduction to Oracle: SQL (3) **OR**	
CIS276xx*	Any Database Management Systems course (3)	3
CIS126DL	Linux Operating System (3) **OR**	
CIS126RH	Red Hat System Administration I (3)	3
CIS166AE*	Web Scripting with PHP: Hypertext Preprocessor (PHP)	3

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

Web Design/Development

Programming Language:

Select two courses for a total of 6 credits:

CIS150AB*	Object-Oriented Programming Fundamentals	3
CIS156*	Python Programming: Level I	3
CIS159*	Visual Basic Programming I	3
CIS162xx*	Any C Programming course	3
CIS163AA*	Java Programming: Level I	3
CIS165xx*	Any Mobile Application Development course	3
CIS256*	Python Programming: Level II	3
CIS262AD*	C# Level II	3
CIS263AA*	Java Programming: Level II	3
CIS265xx*	Any Advanced Application Development	3

Students must select 3 credits of any course with a CIS prefix in consultation with their program advisor to further develop skills in the areas of Databases, Information Systems, Programming, and/or Operating Systems.

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

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		0-3

Mathematics 3-6

Any approved general education course in the Mathematics Area.

(MAT140, MAT141, MAT142, MAT145, MAT146 College Mathematics) OR (MAT150, MAT151, MAT152, MAT155, MAT156 College Algebra/Functions) OR higher math course with the Mathematical Applications [MA] general education designation recommended for students intending to transfer to a four-year institution.

MAT187 Precalculus is recommended for students intending to transfer to ASU (Tempe campus) to earn a BS in Graphic Information Technology.

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences area. 3

PSY101 Introduction to Psychology is recommended for students intending to transfer to ASU (Polytechnic campus) to earn a BS in Technical Communication (User Experience) or to ASU (Tempe campus) to earn a BS in Graphic Information Technology.

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

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

Web Design/Development

Certificate of Completion in Web Design

The Certificate of Completion (CCL) in Web Design provides students with comprehensive and focused studies in web design, including advanced image manipulation, vector graphics, page layout, video editing and design principles. An Associate in Applied Science (AAS) in Web Design/Development and CCLs in Web Foundations and Web Development are also available.

Program Code: 5986

CIP Code: 11.0801

Field of Interest: Computer and Information Technology

Program Notes:

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 36-37

The following courses are required for the CCL in Web Foundations:

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA	Internet/Web Development Level I	3
CIS136	Content Management Systems: WordPress	3
CIS166AA*	Introduction to Javascript	3
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3

The following courses are required for the CCL in Web Design:

AVC183*	Digital Graphic Design I (3)	
	OR	
AVC100	Introduction to Digital Arts (1)	
	AND	
AVC181*	Graphic Design I (3)	
	OR	
ART112	Two-Dimensional Design (3)	3-4
CIS120DA	Introduction to Adobe Premiere (3) **OR**	
CIS120DK	Introduction to Digital Video Editing (3)	3
CIS120DB	Introduction to Adobe Illustrator	3
CIS120DC	Introduction to Adobe Animate (3)	
	OR	
CIS220DF*	Adobe Photoshop Level II: Advanced Digital Imaging	3
CIS138DA*	Desktop Design and Publishing Using Adobe InDesign	3

Restricted Electives: 2-6

Select two to six (2-6) credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business, and/or Multimedia.

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

Web Design/Development

Certificate of Completion in Web Foundations

The Certificate of Completion (CCL) in Web Design provides students with comprehensive and focused studies in web design, including advanced image manipulation, vector graphics, page layout, video editing and design principles. An Associate in Applied Science (AAS) in Web Design/Development and CCLs in Web Foundations and Web Development are also available.

Program Code: 5984

CIP Code: 11.0801

Field of Interest: Computer and Information Technology

Program Notes:

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Required Courses: 21

CIS105	Survey of Computer Information Systems SUN# CIS1120	3
CIS120DF	Introduction to Adobe Photoshop	3
CIS133DA	Internet/Web Development Level I	3
CIS136	Content Management Systems: WordPress	3
CIS166AA*	Introduction to Javascript	3
CIS233DA*	Internet/Web Development Level II	3
CIS235*	e-Commerce	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Web Design/Development
(61-74 credits)

Certificate of Completion in:

Web Design
(38-43 credits)

Web Foundations
(21 credits)

Minimum GPA 2.00

Program Disclosures for the AAS Web Design/Development Program:

The CCL's available for enrollment are: CCL/5986 Web Design and CCL/5984 Web Foundations. Rio Salado College does not offer the specialization in Web Development which requires the following course for completion:

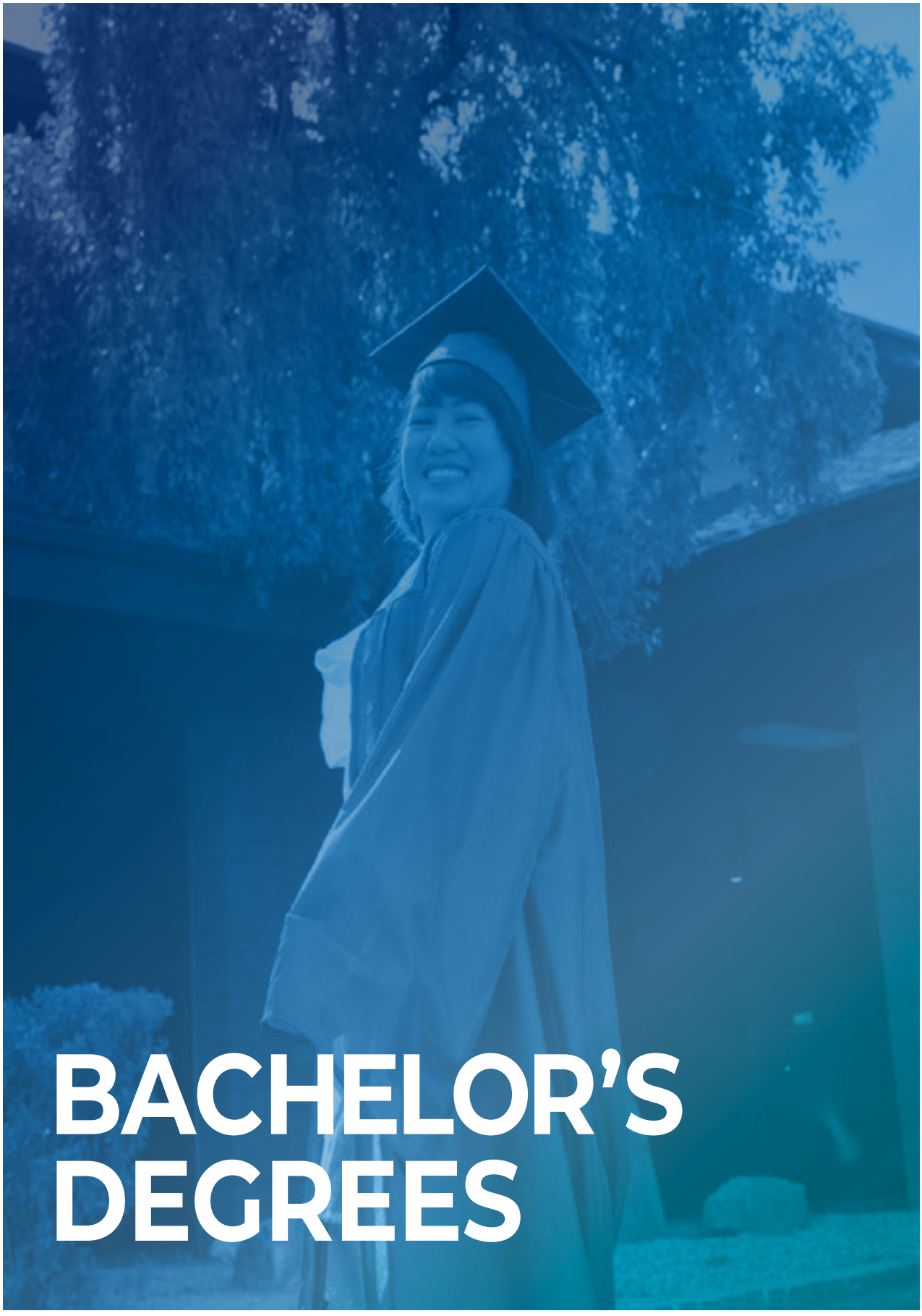
1. CIS166AE - This course is available at MCC & SCC.

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

BACHELOR'S **DEGREES**

Rio Salado College offers two bachelor's degree programs so you can start and finish your degree program with us! The bachelor's in public safety administration is designed for those interested in protecting the public and safeguarding people and communities from crimes, disasters and other dangers. The bachelor's in elementary education/special education is perfect for those who want to inspire the next generation of learners by becoming a teacher. Both programs offer convenient online classes and tuition at community college pricing.

www.riosalado.edu/degrees-certificates



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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: https://www.riosalado.edu/degrees-certificates. To speak to an academic advisor, call **480-517-8580**.

Bachelor of Arts Degree

Bachelor of Arts in Elementary Education and Special Education

The Bachelor of Arts (BA) in Elementary Education and Special Education (BAEE/SPED) provides an experiential four-year curriculum in Elementary Education (K-8) and Special Education (K-12). This program prepares pre-service teachers to educate diverse learners. Upon completion of the BAEE/SPED, a student will be eligible to seek the Standard Arizona Teaching Certificate in Elementary Education (K-8), Standard Arizona Teaching Certificate in Special Education (K-12), and the Structured English Immersion Endorsement.

Program Code: 9301

CIP Code: 13.1017

Field of Interest: Education

Program Notes:

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

Students must complete the lower-division courses with a cumulative GPA of 2.50 or better and upper-division courses with a cumulative GPA of 3.00 or better.

MAT256 (Investigating Quantity: Number, Operations and Numeration Systems) requires an understanding of algebraic concepts that are not among the learning outcomes of MAT14+ (College Mathematics), so to ensure that a student is adequately prepared to be successful in MAT256, prerequisites have been established based on course placement. A student who tests into MAT14+ or lower must take MAT115 (College Algebra Prep) or MAT12+ (Intermediate Algebra) as well as MAT14+ prior to MAT256. Students who test into MAT15+ (College Algebra/Functions) can meet MAT256 prerequisites by taking MAT15+ or MAT14+.

Arizona state teaching certification requirements include courses on the constitutions of the United States and Arizona. Taking GCU/POS113 (United States and Arizona Social Studies) for [SB] fulfills this requirement completely. Students who instead take HIS103 (United States History to 1865) or POS110 (American National Government) for [SB] should consider taking POS221 (Arizona Constitution) as a Content Area Elective so they have completed study of both constitutions. POS220 (U.S. and Arizona Constitution) meets state certification requirements for both constitutions but does not meet [SB].

As indicated in their course notes, students will be required to complete field experiences in K-12 classrooms in select courses. Field experiences are only available during the traditional K-12 public school calendars.

Prior to taking upper-division (300 and 400 level) coursework, students must complete or provide proof of the following:

OPTION 1: Students admitted into the program without prior credits

1. Formal application is required to begin upper-division coursework.
2. Completion of all lower division coursework as specified.
3. Minimum 2.50 cumulative grade point average (GPA). Refer to the program notes for details.
4. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.
5. Names of two professional or academic references (evaluation forms will be provided to the references directly as a part of the application).
6. Passing score on the Arizona Educator Proficiency Assessments (AEPA), Elementary Subtest 1 and 2.

OPTION 2: Students admitted into the program who have completed the MCCCD Associate in Arts, Elementary Education (AAEE) degree.

1. Formal application is required to begin upper-division coursework.
2. Minimum 2.50 cumulative grade point average (GPA). Refer to the program notes for details.
3. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.
4. Names of two professional or academic references (evaluation forms will be provided to the references directly as a part of the application).
5. Passing score on the Arizona Educator Proficiency Assessments (AEPA), Elementary Subtest 1 and 2.

OPTION 3: Students who have completed the Arizona General Education Curriculum (AGEC) but have not completed the AAEE.

1. Formal application is required to begin upper-division coursework.
2. Completion of MAT256, MAT257, EDU221, and (EED222 or EDU222).

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

Bachelor of Arts Degree

3. Completion of the Arizona Constitution and United States Constitution course(s). Refer to the program notes for details.
4. Minimum 2.50 cumulative grade point average (GPA). Refer to the program notes for details.
5. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.
6. Names of two professional or academic references (evaluation forms will be provided to the references directly as a part of the application).
7. Passing score on the Arizona Educator Proficiency Assessments (AEPA), Elementary Subtest 1 and 2.

Students admitted into the program with transfer credit, but who have not earned the Arizona General Education Curriculum (AGEC), will have prior coursework reviewed and may receive course substitutions on a case-by-case basis as outlined in MCCCD Administrative Regulation 2.3.13.

Teacher candidates are encouraged to apply to enroll in the upper-division (300 and 400 level) coursework if they are within fifteen (15) credits of completing lower-division requirements and/or have yet to achieve a passing score on the Arizona Educator Proficiency Assessments (AEPA)/NES Elementary Subtest 1 and 2 (candidates must have attempted the AEPA/NES Elementary Subtest 1 and 2.)

If a student was dismissed from any program for issues relating to academic integrity and/or professional responsibility and ethical standards, the Program reserves the right to deny enrollment or re-enrollment for the upper-division (300 and 400 level) coursework.

Conditional Enrollment into Upper-Division Coursework (300-400):

Teacher candidates may be conditionally enrolled in the upper-division coursework if they have not met all admittance requirements, which may include the following:

AEPA/NES Test Scores - If teacher candidates have taken but have yet to pass the Arizona Educator Proficiency Assessments (AEPA)/NES, Elementary Subtest I and II. Conditionally admitted students must earn a passing score on Subtest I and II by the end of their first semester in the program or with permission for an extension. Teacher candidates may not be permitted to Student Teach until passing scores are submitted or permission for an extension has been provided.

Coursework - Teacher candidates who have not completed all prerequisite coursework should work closely with their advisors and program administrators to complete all prerequisite and required coursework. Failure to meet all coursework and program requirements may delay graduation and the Institutional Recommendation (IR) needed for certification.

BAEE Graduation Requirements:

Students who have been enrolled in upper-division courses under option 3 (admitted with AGEC but without the AAEE), as outlined above, are not required to complete EDU230 or to take the specific courses outlined in the AGEC or Restricted Elective section of this curriculum.

Licensing Disclosures

The Bachelor of Arts in Elementary Education and Special Education degree is designed to meet the coursework requirements for a certified elementary education, K-8 teacher and special education in mild/moderate disabilities, K-12 teacher in the State of Arizona. This degree is not available for students residing outside the state of Arizona.

xxx indicates that any suffixed course may be selected.

Required Courses: 77-79

Students must complete the following lower-division courses with a minimum cumulative grade point average (GPA) of 2.50.

EDU204*	Fine Arts in Educational Settings	3
EDU221	Introduction to Education	3
EDU222	Introduction to the Exceptional Learner	3
EDU225	Professionalism and Ethics in Education	1
EDU230	Cultural Diversity in Education	3
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
MAT256*	Investigating Quantity: Number, Operations and Numeration Systems	4
MAT257*	Investigating Geometry, Probability and Statistics	4

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

Bachelor of Arts Degree

Students must complete the following upper-division courses with a minimum cumulative grade point average (GPA) of 3.00.

EDU337*	Structured English Immersion in Grades K-8	3
EDU367*	Science of Reading with Systematic Phonics Instruction in Grades K-8	3
EDU368*	Reading Instructional Practices, Interventions, and Assessments in Grades K-8	3
EDU372*	Educational Psychology for Teachers (Grades K-12)	3
EDU427*	Social Studies Teaching Methods and Pedagogical Strategies for Grades K-8	3
EDU428*	English Language Arts Teaching Methods and Pedagogical Strategies for Grades K-8	3
EDU429*	Science Teaching Methods and Pedagogical Strategies for Grades K-8	3
EDU431*	Mathematics Teaching Methods and Pedagogical Strategies for Grades K-8	3
EDU477*	Student Teaching: Elementary (Grades K-8)	6
EDU487*	Professional Seminar: Current Trends in Elementary and Special Education	2
SPE341*	Special Education: Language Development and Disorders	2
SPE343*	Special Education: Effective Collaboration and Communication Practices	1
SPE376*	Special Education: Classroom Management and Behavioral Analysis	3
SPE409*	Special Education: Law, Policy, and Practice	3
SPE422*	Special Education: Mild to Moderate Disabilities	4
SPE424*	Special Education: Assessment and Eligibility of Exceptional Learners	4
SPE477*	Student Teaching: Special Education (Mild to Moderate Disabilities)	6

Restricted Electives: 8

A minimum of eight (8) credits are required to satisfy the Electives for Arizona Professional Teacher Standards: three (3) credits in an additional Education course and a minimum of five (5) credits in Content Area Electives.

Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Select one (1) additional EDU course (except EDU250; may not select courses listed in Required Courses):

Recommended:

EDU110	Education in Film (3) **OR**	
EDU220	Introduction to Serving English Language Learners (ELL) (3) **OR**	
EDU236	Classroom Relationships (3) **OR**	
EDU/HUM/STO292	The Art of Storytelling (3)	3

Choose any combination from the following list of courses and prefixes to total a minimum of five (5) credits of additional coursework. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses.

Content Area Electives:

Select a minimum of five (5) credits from the following:

ARHxxx	Any ARH Art Humanities course(s)	3
ARTxxx	Any ART Art course(s)	3
BPCxxx	Any BPC Business-Personal Computers course(s)	3
CFS/ECH176	Child Development	3
CFS205	Human Development	3
CISxxx	Any CIS Computer Information Systems course(s)	3
ECNxxx	Any ECN Economics course(s)	3
EDUxxx	Any EDU Education course(s) (except EDU204, EDU221, EDU222, EDU225, EDU230, and EDU250)	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
ENGxxx	Any ENG English course(s)	3
ENHxxx	Any ENH English Humanities course(s)	3
GCUxxx	Any GCU Cultural Geography course(s)	3
GPHxxx	Any GPH Physical Geography course(s)	3
HISxxx	Any HIS History course(s)	3
MATxxx	Any MAT Mathematics course(s) higher than MAT142 (except MAT256 and MAT257)	3-5
MHLxxx	Any MHL Music: History/Literature course(s)	3
MTCxxx	Any MTC Music: Theory/ Composition course(s)	3

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

Bachelor of Arts Degree

POSxxx	Any POS Political Science course(s)	3
THExxx	Any THE Theatre course(s)	3
THFxxx	Any THF Theatre and Film course(s)	3
THPxxx	Any THP Theatre Performance/ Production course(s)	3
Any Foreign Language course		3-5
Any Natural Science course		1-4

Arizona General Education Curriculum (AGEC-A): 35-38

A single course with an [HU], [SB], [L], or [SG]/ [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition [FYC] 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)

Literacy and Critical Inquiry [L] 3

COM225*	Public Speaking	3

Mathematics [MA] 3-6

MAT140*	College Mathematics (5) **OR**
MAT141*	College Mathematics (4) **OR**
MAT142*	College Mathematics (3) **OR**
MAT145	College Mathematics with Review (5) **OR**
MAT146	College Mathematics with Review (6) **OR**
MAT150*	College Algebra/Functions (5) **OR**
MAT151*	College Algebra/Functions (4) **OR**
MAT152*	College Algebra/Functions (3) **OR**
MAT155*	College Algebra/Functions with Review (5) **OR**
MAT156*	College Algebra/Functions with Review (6)

OR

MAT187*	Precalculus (5) **OR**
MAT188*	Precalculus (4) **OR**

Higher approved general education course in the Mathematical Applications [MA] area for which MAT15+ OR MAT187 OR MAT188 is a prerequisite (3-5) 3-6

Note: MAT182, MAT206, MAT256, MAT257 do NOT meet this requirement.

Computer/Statistics/Quantitative Applications [CS] 3

BPC110	Computer Usage and Applications (3) **OR**
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3) **OR**
EED/EDU115	Digital Literacy for Teaching and Learning in Education (3) 3

(EED/EDU115 recommended)

Humanities, Arts and Design [HU] 6

EDU/ENH291	Children`s Literature (3) **OR**
ENH110	Introduction to Literature (3) **OR**
ENH241*	American Literature Before 1860 (3) **OR**
ENH242	American Literature After 1860 (3) **OR**
HUM250*	Ideas and Values in the Humanities: Early Civilizations to the Renaissance (3) **OR**
HUM251*	Ideas and Values in the Humanities: Renaissance to the Contemporary World (3)

AND

ARH100	Introduction to Art (3) **OR**
ARH101	Art from Prehistory Through Middle Ages (3) **OR**
ARH102	Art from Renaissance to Modernism (3) **OR**
DAH100	Introduction to Dance (3) **OR**
DAH201	Dance, Culture, and Global Contexts (3) **OR**
DAH250	Dance in Popular Culture (3) **OR**
MHL140	Survey of Music History (3) **OR**
MHL145	American Jazz and Popular Music (3) **OR**
MHL146	Survey of Broadway Musicals (3) **OR**
MHL153	Rock Music and Culture (3) **OR**
THE111	Introduction to Theatre (3) **OR**
THE220*	Modern Drama (3) 6

(EDU/ENH291 recommended)

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

Bachelor of Arts Degree

Social-Behavioral Sciences [SB] 6

Select one (1) of the following US History/ Government courses. These courses satisfy the United States Constitution requirement for state teacher certification.

GCU/POS113 United States and Arizona Social Studies (3) **OR**
HIS103 United States History to 1865 (3) **OR**
POS110 American National Government (3)
AND
CFS205 Human Development (3) **OR**
CFS/ECH176 Child Development (3) **OR**
ECN211 Macroeconomic Principles SUN# ECN2201 (3) **OR**
ECN212 Microeconomic Principles SUN# ECN2202 (3) **OR**
GCU121WG World Geography: People, Places, and Culture (3) **OR**
HIS104 United States History 1865 to Present (3) **OR**
PSY101 Introduction to Psychology SUN# PSY1101 (3) 6

(CFS/ECH176 recommended)

Natural Sciences [SG]/[SQ] 8

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course for a total of four (4) credits each. At least four (4) credits must be designated as [SQ]. Eight (8) credits of [SG] will not satisfy this requirement.

Life Sciences: Select four (4) credits of [SQ] or [SG] in any BIO Biology course(s) (4)

AND

Physical Sciences or Earth/Space Sciences: Select four (4) credits of [SQ] or [SG] from one of the following prefixes:

AGSxxx Any AGS Agricultural Science course(s) (4) **OR**
ASMxxx Any ASM Anthropology course(s) (4) **OR**
ASTxxx Any AST Astronomy course(s) (4) **OR**
CHMxxx Any CHM Chemistry course(s) (4) **OR**
GLGxxx Any GLG Geology course(s) (4) **OR**
GPHxxx Any GPH Physical Geography course(s) (4) **OR**
PHSxxx Any PHS Physical Science course(s) (4) **OR**
PHYxxx Any PHY Physics course(s) (4) 8

Awareness Areas 0-3

These requirements may be shared with some courses used to meet AGEC Requirements or Restricted Electives area.

Cultural Diversity in the US [C] 0

Met by EDU222 and EDU230 in Required Courses area.

Historical/Global Awareness [H]/[G] 0-3

Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements: 0

Courses in this area may also be applied to the AGEC Core Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) 0

Met by COM225 in the Literacy and Critical Inquiry [L] area.

General Electives: 0

Select courses 100-level or higher to complete a minimum of 120 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify additional coursework that best aligns with academic and professional goals.

Certificate(s) or Degree(s) Awarded:

Bachelor of Arts Degree in:

Elementary Education and Special Education (120 credits)

Minimum GPA: Students must complete the lower-division courses with a cumulative GPA of 2.50 or better and upper-division courses with a cumulative GPA of 3.00 or better.

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

Bachelor of Arts Degree

Licensing Disclosures for Educator Preparation Programs

The post baccalaureate educator preparation programs and the bachelor's degree educator preparation pathway are designed to meet the academic requirements for a certified educator in the State of Arizona.

The Rio Salado Bachelor of Arts in Elementary Education and Special Education, Post Baccalaureate Teacher in Residence, and Post Baccalaureate Traditional programs MUST be completed in Arizona with initial licensure in Arizona.

Students can visit https://www.riosalado.edu/about/accreditation/program-accreditation for more information on programmatic accreditation.

Elementary Education and Special Education Announcement:

The following courses for the Bachelor of Arts (BA) in Elementary Education and Special Education are under development:

EDU477, EDU487, SPE477

Please contact Teacher.ed@riosalado.edu or call **480-517-8140** for questions on the most current program information.

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

Bachelor of Applied Science

Bachelor of Applied Science in Public Safety Administration

The Bachelor of Applied Science (BAS) in Public Safety Administration prepares students with the skills necessary to coordinate, develop, and direct the resources of a variety of public safety agencies. Courses within this program analyze the legal, political, and social factors related to public safety, and provide an overview of topics such as organizational theory, public policy, resource management, leadership, and ethics. Prior to completion of this program, students will complete a capstone project within the field of public safety administration, applying the concepts covered throughout the program.

Program Code: 9303

CIP Code: 44.0401

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

Students must earn a grade of C or better in each course in the program.

The BAS in Public Safety Administration is aligned with current Maricopa CCL and AAS awards and supports students seeking professional advancement.

Admission Criteria:

Students seeking admission into one of the Specializations presented below must meet the specified requirements. Consult with a Program Director or an Academic Advisor in the field of interest.

Corrections and Detention Specialization

This specialization is offered through an educational partnership. Employment by the partnership organization is required for admission.

Fire Science Specialization

Students must be current and in good standing with the Arizona Department of Health Services Bureau of Emergency Medical Services-Certified Technician. EMT certification preparatory courses are available at Maricopa County Community Colleges. Contact an academic advisor for details. Admission to specialization is required. See Program Director for details.

Fire Management Specialization

Students must be currently employed as a firefighter and/or Firefighter I and II Certification and/or related experience as determined by the Program Director.

Law Enforcement Specialization

Must meet AzPOST minimum requirements for a law enforcement officer and meet any physical requirements by the Academy Director. This program is offered as an educational partnership at Rio Salado College.

Paramedicine Specialization

Students must be current and in good standing with the Arizona Department of Health Services Bureau of Emergency Medical Services-Certified Technician. EMT certification preparatory courses are available at Maricopa County Community Colleges. Contact an academic advisor for details. Students must complete an application and selection process.

Required Courses: 38-49

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
PAD100	21st Century Public Policy and Service	3
PSA301	Foundations of Public Safety Administration	3
PSA305*	Communication Strategies for Public Safety Professionals	3
PSA310*	Research Methods for Public Safety Administration	4
PSA315*	Public Policy and Public Safety Organizations	3
PSA320	Human Capital Management for Public Safety Organizations	3
PSA401	Public Safety Leadership	3
PSA405	Public Safety Finance and Budget	3
PSA410*	Program Planning and Evaluation for Public Safety Organizations	3
PSA490*	Public Safety Administration Capstone	3

In consultation with an academic advisor, students must complete one (1) of the following focus areas and complete a minimum of six (6) credits of upper-division (400) level:

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

Bachelor of Applied Science

Criminal Justice Focus Area 6-12

AJS275	Criminal Investigation I (3) **OR**	
LET225*	Criminal Investigations Certification (6)	3-6
PSA450	21st Century Public Safety Practices	3
PSA460*	Crime Scene Coordination for Public Safety Professionals	3
PSA470	Administrative Law for Public Safety Professionals	3

Emergency Management Focus Area 15

AJS/FSC147	Emergency Preparedness	3
AJS/FSC148	Fundamentals of Emergency Management	3
AJS/FSC149	Hazard Mitigation	3
PSA439*	Critical Incident Management for Public Safety Professionals	3
PSA449*	Strategic Hazard Mitigation	3

Restricted Electives: 32-55

Students must choose and complete all courses in the specialization below that best aligns with your academic and professional goals.

Specialization 1: Corrections (Closed to General Population) 41-43

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

Note: Completion of the above courses fulfills the requirements of the CCL in Basic Corrections (5698N)

COM110	Interpersonal Communication SUN# COM1110 (3) **OR**	
COM263	Elements of Intercultural Communication (3)	3
COM230	Small Group Communication SUN# COM2271	3
LET167*	Correctional Sergeant Leadership (2) **OR**	
MGT229	Management and Leadership I (3)	2-3
POS220	U.S. and Arizona Constitution (3) **OR**	
POS221 POS222	Arizona Constitution (1) **AND** 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

Related Area Course Credits: 3-4

Select three to four (3-4) credits from the category below that best aligns with academic and professional goals. Consult with an academic, faculty, or program advisor.

Cultural Responsiveness and Society:

AFR/ASB/ CCS202	Ethnic Relations in the United States	3
REL100	World Religions SUN# REL1101	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

Management and Leadership:

MGT230*	Management and Leadership II	3
PADxxx	Any PAD Public Administration Course	3

Psychology:

PSY266*	Psychological Disorders	3
PSY270*	Personal and Social Adjustment	3

Spanish:

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

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

Bachelor of Applied Science

Specialization 2: Detention (Closed to General Population) 38-40

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

Note: Completion of the above courses fulfills the requirements of the CCL in Basic Detention (5699N)

COM110	Interpersonal Communication SUN# COM1110 (3) **OR**	
COM263	Elements of Intercultural Communication (3)	3
COM230	Small Group Communication SUN# COM2271	3
MGT229	Management and Leadership I	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

Related Area Course Credits: 2-4

Select two to four (2-4) credits from the category below that best aligns with academic and professional goals. Consult with an academic, faculty, or program advisor.

Cultural Responsiveness and Society:

AFR/ASB/ CCS202	Ethnic Relations in the United States	3
REL100	World Religions SUN# REL1101	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

Management and Advanced Training in Detention:

LET144*	Detention Officer Field Training	2
LET148*	Detention Officer Field Training Lab	3
LET150*	Firearms I	3
LET151*	Firearms II	2
LET155	General Instructor Certification	3
LET201*	Physical Fitness Instructor Certification	3
LET225*	Criminal Investigations Certification	6
MGT230*	Management and Leadership II	3
PADxxx	Any PAD Public Administration Course	3

Psychology:

PSY266*	Psychological Disorders	3
PSY270*	Personal and Social Adjustment	3

Spanish:

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

Specialization 3: Juvenile Corrections (Closed to General Population) 41

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

Note: Completion of the above courses fulfills the requirements of the CCL in Juvenile Corrections (5829N)

CFS205	Human Development	3
CFS277	Adult-Adolescent Interaction	3
COM110	Interpersonal Communication SUN# COM1110 (3) **OR**	
COM263	Elements of Intercultural Communication (3)	3
COM230	Small Group Communication SUN# COM2271	3

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

Bachelor of Applied Science

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

Specialization 4: Administration of Justice Studies 39-40

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS109	Substantive Criminal Law	3
AJS123	Ethics and the Administration of Justice	3
AJS200	Current Issues in Criminal Justice (3) **OR**	
AJS/EMT/ FSC258	Victimology and Crisis Management in Public Safety (3)	3
AJS212	Juvenile Justice Procedures	3
AJS225	Criminology	3
AJS230	The Police Function	3
AJS240	The Correction Function	3
AJS260	Procedural Criminal Law	3

Related Area Course Credits: 12-13

Select twelve to thirteen (12-13) credits from the category below that best aligns with academic and professional goals. Consult with an academic, faculty, or program advisor.

AJS113	Criminal Justice Crime Control Policies and Practices	3
AJS119	Computer Applications in Justice Studies	3
AJS162	Domestic Violence	3

(Fulfills Victimology certificate requirement)

AJS201	Rules of Evidence	3

(Fulfills Legal Studies certificate requirement)

AJS205	Effective Communication and Report Writing in Criminal Justice	3

(Fulfills Corrections, Law Enforcement and Legal Studies certificate requirement)

AJS210	Constitutional Law	3

(Fulfills Legal Studies certificate requirement)

AJS255	The Criminal Justice System Handling of the Mentally Ill	3

(Fulfills Corrections and Victimology certificate requirement)

AJS270	Community Relations	3
AJS275	Criminal Investigation I	3

(Fulfills Corrections and Law Enforcement certificate requirement)

AJS290BN	Courtroom Testimony Seminar	1
AJSxxx	Any AJS Administration of Justice Studies course not listed under Required Courses area (3) **OR**	
BPC110	Computer Usage and Applications (3) OR	
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3)	3
CIS114DE	Excel Spreadsheet	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 Work	3

Specialization 5: Forensic Science - Crime Scene 37-39

AJS101	Introduction to Criminal Justice	3
AJS109	Substantive Criminal Law	3
AJS123	Ethics and the Administration of Justice	3
AJS210	Constitutional Law	3
AJS213	Evidence Technology/ Fingerprints	3
AJS214	Evidence Technology/ Photography	3
AJS215	Criminalistics: Physical Evidence (3) **OR**	
AJS219	Crime Scene Technology: Physical Evidence (3) **OR**	
FOR105	Forensic Science: Physical Evidence (4)	3-4
AJS216	Criminalistics: Biological Evidence (3) **OR**	
FOR106	Forensic Science: Biological Evidence (4)	3-4
AJS260	Procedural Criminal Law	3
AJS275	Criminal Investigation I	3
AJS290BN	Courtroom Testimony Seminar	1
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3) **OR**	
BPC110	Computer Usage and Applications (3) **OR**	
AJSxxx	Any AJS Administration of Justice Studies course not listed in the required courses area. (3)	3
COM225*	Public Speaking	3

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

Bachelor of Applied Science

Specialization 6: Forensic Science - Lab Science 48-55

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS123	Ethics and the Administration of Justice	3
AJS275	Criminal Investigation I	3
AJS290BN	Courtroom Testimony Seminar	1
AJS215	Criminalistics: Physical Evidence (3) **OR**	
AJS219	Crime Scene Technology: Physical Evidence (3) **OR**	
FOR105	Forensic Science: Physical Evidence (4)	3-4
AJS216	Criminalistics: Biological Evidence (3) **OR**	
FOR106	Forensic Science: Biological Evidence (4)	3-4
ASM275	Forensic Anthropology	4
CHM151*	General Chemistry I	3
CHM151LL*	General Chemistry I Laboratory SUN# CHM1151	1
CHM152*	General Chemistry II	3
CHM152LL*	General Chemistry II Laboratory SUN# CHM1152	1
CIS105	Survey of Computer Information Systems SUN# CIS1120 (3) **OR**	
BPC110	Computer Usage and Applications	3
COM225*	Public Speaking	3
MAT150*	College Algebra/Functions SUN# MAT1151 (5) **OR**	
MAT151*	College Algebra/Functions SUN# (ENG1102 4) **OR**	
MAT152*	College Algebra/Functions SUN# ENG1102 (3) **OR**	
MAT182*	Plane Trigonometry (35) **OR**	
MAT187*	Precalculus SUN# MAT1187 (5) **OR**	
MAT188*	Precalculus (4) **OR**	
Higher level course in the Mathematical Applications [MA] area		3-8
PHY111*	General Physics I SUN# PHY1111	4
PHY112*	General Physics II SUN# PHY1112	4
Any course with the HU, C and G general education designations (3) **OR**		
Any course with the HU, C and H general education designations (3)		3

Specialization 7: Law Enforcement Training (Closed to General Population) 40

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS109	Substantive Criminal Law	3
AJS113	Criminal Justice Crime Control Policies and Practices	3
AJS151	Firearms I	1
AJS153*	Firearms II/Handguns	1
AJS154	Firearms III/Long Weapons	1
AJS162	Domestic Violence	3
AJS201	Rules of Evidence	3
AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS210	Constitutional Law	3
AJS215	Criminalistics: Physical Evidence	3
AJS230	The Police Function	3
AJS260	Procedural Criminal Law	3
AJS270	Community Relations	3
AJS275	Criminal Investigation I	3
AJS290BN	Courtroom Testimony Seminar	1

Specialization 8: Fire Science Selective Admissions 38-48

FSC101	Introduction to Fire Service Selection and Entry (4) **OR**	
Current employment as a firefighter as determined by the Program Director. (0)		0-4
FSC102*	Fire Department Operations	11
FSC105	Hazardous Materials Awareness and Operations (3) **OR**	
Permission of Program Director (0)		0-3
FSC108	Fundamentals of Fire Prevention (3) **OR**	
FSC110	Wildland Firefighter (3)	3
(FSC110 is recommended)		
FSC113	Introduction to Fire Suppression	3
FSC117	Fire Apparatus	3
FSC118	Fire Hydraulics	3
FSC119	Introduction Fire Service Ethics	3
FSC130	Fitness for Firefighters/CPAT (1) **OR**	
Verification of CPAT completion (0)		0-1
FSC134	Fitness and Conditioning for Firefighters (3) **OR**	
FSC234*	Fitness and Wellness for Firefighter Candidates (3)	3
(FSC234 is recommended for students who have already completed the Fire Academy equivalent of FSC102)		
FSC174*	Functions of Command	2
FSC208*	Firefighter Safety and Building Construction	3
FSC215	Customer Service in the Public Sector	3

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

Bachelor of Applied Science

Related Area Credits: 1-3

Select one to three (1-3) credits from the category below that best aligns with academic and professional goals. Consult with an academic, faculty, or program advisor.

FSCxxx	Any FSC Fire Science Technology course.	1-3

Recommend the following:

FSC202	Supervisory Training for Firefighters	3
FSC204*	Firefighting Tactics and Strategy	3
FSC282AC*	Service-Learning Experience in Fire Science	3
FSC296WC*	Cooperative Education	3

Specialization 9: Fire Service Management Selective Admissions 32-38

ENG111*	Technical and Professional Writing	3
FSC119	Introduction Fire Service Ethics	3
FSC167*	Fire Captain Academy	6
FSC202	Supervisory Training for Firefighters	3
FSC204*	Firefighting Tactics and Strategy	3
FSC208*	Firefighter Safety and Building Construction	3
FSC214*	Human Resource Management in Fire Service	3
FSC220*	Fire Officer	5

Related Area Course Credits: 3-9

Select three to nine (3-9) credits form the category below that best aligns academic and professional goals. Consult with an academic, faculty, or program advisor.

FSCxxx	Any FSC Fire Science Technology course.	3-9

Specialization 10: Public Administration 39

The below courses fulfill the requirements for the Certificate of Completion in Public Administration (5691)

CIS114DE	Excel Spreadsheet	3
COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**	
COM230	Small Group Communication SUN# COM2271 (3)	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

Related Area Course Credits: 21

Select twenty-one (21) credits from the category below that best aligns with academic and professional goals. A student may choose no more than nine (9) credits within a discipline. Consult with an academic, faculty, or program advisor.

ACC111	Accounting Principles I	3
ACC112*	Accounting Principles II (3) **OR**	
ACC230*	Uses of Accounting Information I (3)	3
ACC212*	Managerial Accounting SUN# ACC2202 (3) **OR**	
ACC240*	Uses of Accounting Information II (3)	3
ECN211	Macroeconomic Principles SUN# ECN2201	3
ECN212	Microeconomic Principles SUN# ECN2202	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, and Regulatory Issues in Business	3
GBS233*	Business Communication	3
MGT175	Business Organization and Management	3
MGT229	Management and Leadership I	3
POS221	Arizona Constitution	1
PSY101	Introduction to Psychology SUN# PSY1101	3
SOC101	Introduction to Sociology SUN# SOC1101	3
SOC212	Gender and Society	3
CISxxx	Any CIS Computer Information Systems course(s)	
HCCxxx	Any HCC Health Core Curriculum course(s)	
HCRxxx	Any HCR Health Care Related course(s)	
LEOxxx	Any LEO Law Enforcement Operations course(s)	
LETxxx	Any LET Law Enforcement Technology course(s)	
PADxxx	Any PAD Public Administration course(s)	

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

Bachelor of Applied Science

Specialization 11: Paramedicine Selective Admissions 45-51

BIO160	Introduction to Human Anatomy and Physiology	4
PME190	Introduction to ECG Rhythm Analysis and Interpretation for EMS Professionals (3) **OR** Permission of Program Director (0)	0-3
PME191	Introduction to Pharmacology for EMS Professionals (3) **OR** Permission of Program Director (0)	0-3
PME201*	Advanced Cardiac Life Support (ACLS) Initial Provider in Paramedicine	1
PME202*	Pediatric Advanced Life Support (PALS) Initial Provider in Paramedicine	1
PME203*	Pediatric Emergencies for Prehospital Professionals (PEPP) Initial Provider in Paramedicine	1
PME204*	Neonatal Resuscitation Provider (NRP) in Paramedicine	0.5
PME205*	Advanced Medical Life Support (AMLS) Initial Provider in Paramedicine	1
PME206*	International Trauma Life Support (ITLS) Provider/Pre-Hospital Trauma Life Support (PHTLS)	1
PME240*	Pharmacology in Paramedicine	3
PME245*	Airway and Ventilatory Management in Paramedicine	3
PME250*	Comprehensive Patient Assessment in Paramedicine	1
PME251*	Medical Emergencies in Paramedicine I	4
PME252*	Medical Emergencies in Paramedicine II	4
PME253*	Medical Emergencies in Paramedicine III	4
PME254*	Technical Operations in Paramedicine	2.5
PME260*	Trauma Patient Management in Paramedicine	2
PME270*	Immersive Total Patient Management Experience (ITPME)	2
PME280*	Preparation for Paramedicine Practicum	1
PME281*	Paramedicine Clinical Practicum: Comprehensive (2) **OR**	
PME281AA*	Paramedicine Clinical Practicum: Phase I (1) **AND**	
PME281AB*	Paramedicine Clinical Practicum: Phase II (1)	2
PME288*	Paramedicine Comprehensive Field Internship Practicum	5
PME289*	Preparation for Paramedic National Credentialing	2

Specialization 12: Public Safety, General 29-70

Choose 29-70 industry/job specific course credits from the list below. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

ACCxxx	Any ACC Accounting course(s)
AJSxxx	Any AJS Administration of Justice Studies course(s)
CWExxx	Any CWE Career Work Experience course(s)
DPRxxx	Any DPR Disaster Preparedness and Emergency Response course(s)
ECNxxx	Any ECN Economics course(s)
EMTxxx	Any EMT Emergency Medical Technology course(s)
FORxxx	Any FOR Forensic Science course(s)
FSCxxx	Any FSC Fire Science Technology course(s)
GBSxxx	Any GBS General Business course(s)
HCCxxx	Any HCC Health Core Curriculum course(s)
HCRxxx	Any HCR Health Care Related course(s)
LASxxx	Any LAS Paralegal Studies course(s)
LEOxxx	Any LEO Law Enforcement Operations course(s)
LETxxx	Any LET Law Enforcement Training course(s)
MGTxxx	Any MGT Management course(s)
PADxxx	Any PAD Public Administration course(s)
PARxxx	Any PAR Paralegal course(s)
PMExxx	Any PME Paramedicine course(s)
POSxxx	Any POS Political Science course(s)
PSAxxx	Any PSA Public Safety Administration course(s)
PSYxxx	Any PSY Psychology course(s)
SOCxxx	Any SOC Sociology course(s)

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

Bachelor of Applied Science

Arizona General Education Curriculum (AGEC-A): 12-39

A single course with an [HU], [SB], [L], or [SQ]/[SG] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on https://aztransfer.com/ for course designations.

First-Year Composition [FYC] 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) 6

FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Literacy and Critical Inquiry [L] 3

Any approved general education course in the Literacy and Critical Inquiry [L] area 3

Mathematics [MA] 0-6

MAT140* College Mathematics (5) **OR**
MAT141* College Mathematics (4) **OR**
MAT142* College Mathematics
SUN# MAT1142 (3) **OR**
MAT145 College Mathematics with Review
SUN# MAT1142 (5) **OR**
MAT146 College Mathematics with Review
SUN# MAT1142 (6) **OR**

Higher level course in the Mathematical Applications [MA] area 0-6

May be met by MAT150, MAT151, MAT152 AND MAT182, or MAT187 or MAT188 in Restricted Elective Courses.

Computer/Statistics/Quantitative Applications [CS] 3-4

MAT206* Elements of Statistics
SUN# MAT1160 (3) **OR**
PSY230* Introduction to Statistics (3) **OR**
PSY230* Introduction to Statistics (3) **AND**
PSY231* Laboratory for Statistics (1) **OR**
PSY230WL* Introduction to Statistics with Lab (4) **OR**
SWU225* Statistics for Social Research/ Justice and Government (3) 3-4

Humanities, Arts and Design [HU] 3-6

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

Social-Behavioral Sciences [SB] 0-6

Any approved general education course in the Social-Behavioral Sciences area. 0-6

May be met by AJS101, AJS200, AJS225, AJS/EMT/FSC258, PSY101, or SOC101 in Restricted or General Elective Courses.

Natural Sciences [SG]/[SQ] 0-8

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area 4

AND

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 0-8

May be met by BIO160, CHM151 and CHM151LL, PHY111, PHY112 in Restricted Elective Courses.

Awareness Areas 0-6

These requirements may be shared with Core Requirements.

Cultural Diversity in the US [C] 0-3

Any approved general education course with the Cultural Diversity with the U.S. [C] awareness area designation. 0-3

Historical/Global Awareness [H]/[G] Awareness Areas 0-3

Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements: 0-3

Courses in this area may also be applied to the AGEC Core Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

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

Bachelor of Applied Science

Oral Communication (COM) 0-3

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)	3
COM263	Elements of Intercultural Communication (3)	3

May be met by COM100, COM225, or COM230 in Restricted Elective Courses.

General Electives: 0-38

Select courses 100-level or higher from the subjects below to complete a minimum of 120 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

ACCxxx	Any ACC Accounting course(s)
AJSxxx	Any AJS Administration of Justice Studies course(s)
CWExxx	Any CWE Career Work Experience course(s)
DPRxxx	Any DPR Disaster Preparedness and Emergency Response course(s)
ECNxxx	Any ECN Economics course(s)
EMTxxx	Any EMT Emergency Medical Technology course(s)
FORxxx	Any FOR Forensic Science course(s)
FSCxxx	Any FSC Fire Science Technology course(s)
GBSxxx	Any GBS General Business course(s)
HCCxxx	Any HCC Health Core Curriculum course(s)
HCRxxx	Any HCR Health Care Related course(s)
LASxxx	Any LAS Paralegal Studies course(s)
LETxxx	Any LET Law Enforcement Training course(s)
MGTxxx	Any MGT Management course(s)
PADxxx	Any PAD Public Administration course(s)
PARxxx	Any PAR Paralegal course(s)
PMExxx	Any PME Paramedicine course(s)
POSxxx	Any POS Political Science course(s)
PSAxxx	Any PSA Public Safety Administration course(s)
PSYxxx	Any PSY Psychology course(s)
SOCxxx	Any SOC Sociology course(s)

Certificate(s) or Degree(s) Awarded:

Bachelor of Applied Science in:

Public Safety Administration
(120 credits)

Minimum GPA 2.00

Public Safety Administration Announcement:

Rio Salado students interested in the Bachelor of Applied Science (BAS) in Public Safety Administration program have the option to enroll in the Administration of Justice Studies and Public Administration pathway map specializations:

The following courses for the specializations in Administration of Justice Studies and Public Administration are under development: PSA320, PSA401, PSA405, PSA410, PSA439 or PSA450, PSA449 or PSA460 or PSA470 and PSA490.

The BAS Public Safety Administration Specializations in **Corrections**, **Detention**, **Juvenile Corrections**, and **Law Enforcement Training** are offered through an educational partnership and require employment by the partnership organization prior to admission.

Rio Salado does not offer the specializations in Fire Science, Fire Management, or Paramedicine, as listed in the admission criteria.

Please contact a Rio advisor for questions on the most current program information.

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

RECOGNITIONS 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.

www.riosalado.edu/degrees-certificates

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

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.

Program Code: 6224N

CIP Code: 23.1302

Field of Interest: Culture and Society

Program Notes:

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

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

xxx indicates that any suffixed course may be selected.

Admission Criteria:

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

Students must complete six (6) credits from Series I and nine (9) credits from Series II in consultation with a Program Director.

Series I: 6

Students must complete two (2) of the following courses for a total of six (6) credits.

CRW120	Introduction to Writing Children's Literature	3
CRW160	Introduction to Writing Poetry	3
CRW170	Introduction to Writing Fiction	3
CRW172	Introduction to Comic Book Writing	3
CRW180	Introduction to Writing Nonfiction	3
CRW190	Introduction to Screenwriting	3
THE118	Playwriting	3

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
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
ENHxxx*	Any ENH English Humanities prefixed course	3
HUM/THF210	Contemporary Cinema	3
THE260	Film Analysis	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Creative Writing
(24 credits)

Minimum GPA 2.00

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

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.

Program Code: 6250N

CIP Code: 51.0913

Field of Interest: Health Sciences

Program Notes:

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

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

Required Courses: 10

HES100	Healthful Living	3
SPT271	Sports Medicine Foundations	3
SPT275*	Rehabilitation and Therapeutic Interventions in Sports Medicine	3
WED106	Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)	0.5
WED107	Community First Aid	0.5

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Foundations of Sports Medicine
(10 credits)

Minimum GPA 2.00

Notes

** 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.

Program Code: 6221N

CIP Code: 13.9999

Field of Interest: Culture and Society

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: 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
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)

Minimum GPA 2.00

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

Language Studies

Academic Certificate in Language Studies

The Academic Certificate (AC) in Language Studies is designed to provide students with a foundation in the study of culture, language, and linguistic structures. Students will have the opportunity to develop oral and written communication skills in a language other than English.

Program Code: 6237N

CIP Code: 16.0199

Field of Interest: Culture and Society

Program Notes:

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

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

xxx indicates that any suffixed course may be selected.

Students may qualify to enter higher level language courses via departmental placement. Students wishing to earn credit for courses in which they placed out of should take the CLEP examination or apply credits earned through Advanced Placement (AP) or International Baccalaureate (IB) exams.

Program Prerequisites: 0-5

201-level proficiency in a language other than English as indicated by assessment or coursework.		0-5

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)	
ASLxxx	Any ASL Amercian Sign Language 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)	
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)

Minimum GPA 2.00

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

Spanish Language and Culture

Academic Certificate in Spanish Language and Culture

The Academic Certificate (AC) in Spanish Language and 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.

Program Code: 6243N

CIP Code: 16.0905

Field of Interest: Culture and Society

Program Notes:

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

Students must earn a grade of C or better in each course in the program.

xxx indicates that any suffixed course may be selected.

Students may qualify to enter higher level Spanish courses by placement or may qualify to exempt out of taking any Spanish courses by assessment. Students wishing to earn credit for any course of which they are exempt by assessment should take the CLEP examination.

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 six (6) credits taught in Spanish and three (3) credits taught in English.

ARH217	Mexican Art History	3
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
SPH298xx	Special Projects (any suffixed course)	1-3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Spanish and Spanish Culture
(25 credits)

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).

Program Code: 6240N

CIP Code: 03.0104

Field of Interest: Science, Technology, Engineering and Mathematics

Program Notes:

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

Students must earn a grade of C or better in all courses 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 CHM107LL*	Chemistry and Society (3) **AND** 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
SCT100	Introduction to Sustainable Built Environments	3
SUS100	Introduction to Sustainability	3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Sustainability
(15-18 credits)

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.

Program Code: 6232N

CIP Code: 03.0104

Field of Interest: Science, Technology, Engineering and Mathematics

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: 9

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)	
RPM150AB	Outdoor Adventure Skills (3)	
SBU200	Society and Business (3)	6

Students will choose 1 course from the following list:

HIS110	World History to 1500 SUN# HIS1100 (3)	
HIS111	World History 1500 to the Present SUN# HIS1111 (3)	
HUM250	Ideas and Values in the Humanities: Early Civilizations to the Renaissance (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)

Minimum GPA 2.00

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

Elementary Education, Grades K-8

Elementary Education, Grades K-8, Arizona Teacher Certification

The Post Baccalaureate courses are designed for individuals who have a bachelor's degree or higher (in any area) from an accredited university and would like to become a certified elementary education classroom teacher.

Students in the Elementary Education program are preparing to teach children from kindergarten through 8th grade. This program requires in-person field experiences and a twelve-week student teaching experience in a K-8 general education classroom. Students must verify content proficiency through the passage of the elementary subject knowledge I and II exam (AEPA/NES).

CIP Code: 13.1202

Program Prerequisites:

Program Prerequisites: Acceptance into the Traditional, Elementary Education, Post Baccalaureate Educator Preparation Program required.

Required Courses - Level 1

Required Courses: All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU235*	The Exceptional Learner	3
EDU204	Fine Arts in Educational Settings	3
EDU268	Science of Reading Including Systematic Phonics Instruction	3
EDU276*	Classroom Management and Behavioral Analysis	3
EDU239*	Structured English Immersion Grades K-8	3
EDU267*	Reading Instructional Practices, Interventions, and Assessments	3
EDO100-102	Student Teaching Orientation	0

Required Courses - Level 2

Level 2 Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II. Formal admission requires a passing AEPA/NES Subject Knowledge exam score in Elementary Education.

All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU297*	Language Methods and Curriculum Development	3
EDU290*	Science Methods and Curriculum Development	3
EDU293*	Mathematics Methods and Curriculum Development	3
EDU295*	Social Studies Methods and Curriculum Development	3

Required Courses - Level 3

Level 3 Prerequisites: Completion of all Level 1 and Level 2 coursework with 3.0 overall GPA and passage of AEPA/NES Elementary Education Subject Knowledge Exam. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU225	Professionalism and Ethics in Education	1
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2)	3
EDU288AA*	Student Teaching Lab – Elementary	8

Notes:

The total amount of credits required for this program is 42 credit hours.

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

Minimum GPA: 3.00

Not all classes are offered every semester. Contact an academic advisor for additional information.

EDU288AA requires enrollment in an entire semester with a minimum of 12-weeks in the classroom.

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

Elementary Education Grades K-8

Total Credits: 42

All Teacher Education programs, found on pages **169-180**, are subject to change based on a state approved program through the Arizona Department of Education. For the most current program updates, visit: https://www.riosalado.edu/start-rio/teacher-education.

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

Secondary Education Grades 6-12

Secondary Education, Grades 6-12, Arizona Teacher Certification

The Post Baccalaureate courses are designed for individuals who have a bachelor's degree or higher (in any area) from an accredited university and would like to become a certified secondary teacher.

Students in the Secondary Education program are preparing to teach children from 6th through 12th grade in a specific content area. This program requires in-person field experiences and a twelve-week student teaching experience in a 6-12th content area classroom. Students must verify content proficiency through the passage of a secondary content area exam (AEPA/NES).

CIP Code: 13.1205

Program Prerequisites:

Program Prerequisites: Acceptance into the Traditional, Secondary Education, Post Baccalaureate Educator Preparation Program required.

Required Courses - Level 1

Required Courses: All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU235*	The Exceptional Learner	3
EDU276*	Classroom Management and Behavioral Analysis	3
EDU240*	Structured English Immersion Grades 6-12	3
EDU289	Secondary Methods and Curriculum Development	1
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2)	3
EDO100-102	Student Teaching Orientation	0

Required Courses - Level 2

Level 2 Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II. Formal admission requires a passing AEPA/NES Subject Knowledge exam score in a secondary content area.

All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU225	Professionalism and Ethics in Education	1
EDU270AB*	Secondary Reading and Decoding	3
EDU274*	Understanding Adolescent Behavior in the Classroom	3

Secondary <<Content Area>> Methods and Curriculum Development: Choose most appropriate course module: AA, AB, AC, AD, or AE:.

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

Required Courses - Level 3

Level 3 Prerequisites: Completion of all Level 1 and Level 2 coursework with 3.0 overall GPA and passage of a AEPA/NES Exam in a secondary content area. Courses with a final grade of "D" or"F" must be retaken regardless of GPA.

EDU288AB*	Student Teaching Lab – Secondary	8

Notes:

The total amount of credits required for this program is 30 credit hours.

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

Minimum GPA: 3.00

Not all classes are offered every semester. Contact an academic advisor for additional information.

EDU288AB requires enrollment in an entire semester with a minimum of 12-weeks in the classroom.

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

Secondary Education Grades 6-12

Total Credits: 30

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

Special Education, Grades K-12, Mild-Moderate Disabilities, Arizona Teacher Certification

The Post Baccalaureate courses are designed for individuals who have a bachelor's degree or higher (in any area) from an accredited university and would like to become a certified special education teacher.

Students in the Special Education program are preparing to teach children with mild-moderate disabilities in kindergarten through 12th grade. This program requires in-person field experiences and a twelve-week student teaching experience in a K--12 special education setting.

CIP Code: 13.1001

Program Prerequisites:

Program Prerequisites: Acceptance into the Traditional, Special Education, Post Baccalaureate Educator Preparation Program required.

Required Courses - Level 1

Required Courses: All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU235*	The Exceptional Learner	3
EDU242*	Language Development and Disorder	2
EDU244*	Special Education Collaboration and Communication Practices	1
EDU268	Science of Reading Including Systematic Phonics Instruction	3
EDU276*	Classroom Management and Behavioral Analysis	3
EDU239*	Structured English Immersion Grades K-8 **OR**	
EDU240*	Structured English Immersion Grades 6-12	3
EDU267*	Reading Instructional Practices, Interventions, and Assessments	3
POS220	U.S. and AZ Constitution (3) **OR**	
POS221	Arizona Constitution (1) **AND**	
POS222	U.S. Constitution (2)	3
EDO100-102	Student Teaching Orientation	0

Required Courses - Level 2

Level 2 Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II.

All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU223AA*	Emotional Disabilities in the Classroom	3
EDU223AB*	Learning Disabilities in the Classroom	3
EDU223AC*	Mild and Moderate Intellectual Disability in the Classroom	3
EDU223AF*	Assessment and Eligibility in Special Education	3
EDU293*	Mathematics Methods and Curriculum Development	3

Required Courses - Level 3

Level 3 Prerequisites: Completion of all Level 1 and Level 2 coursework with 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EFE291*	Special Education: Mild-Moderate Student Teaching	8

Notes:

The total amount of credits required for this program is 44 credit hours.

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

Minimum GPA: 3.00

Not all classes are offered every semester. Contact an academic advisor for additional information.

EFE291 requires enrollment in an entire semester however only 12-weeks in the classroom.

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

Special Education Grades K-12, Mild to Moderate Disabilities

Total Credits: 44

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

Teacher-in-Residence (TIR) Programs

Teacher-in-Residence (TIR) Programs

The Teacher in Residence (TIR) 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.

Students in the Elementary Education program are preparing to teach children from kindergarten through 8th grade. This program requires in-person field experiences and a student teaching experience in a K-8 general education classroom. Students must verify content proficiency through the passage of a state-approved subject knowledge exam (AEPA/NES).

Prior to enrolling, students must be recommended by a school district for employment, as a contracted K-8 general education classroom teacher, provide a current IVP fingerprint card, and passing elementary subject knowledge I and II exam scores.

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

Educator Preparation Disclosures

The post baccalaureate educator preparation programs and the bachelor's degree educator preparation pathway are designed to meet the academic requirements for a certified educator in the State of Arizona.

The Rio Salado Bachelor of Arts in Elementary Education and Special Education, Post Baccalaureate Teacher in Residence, and Post Baccalaureate Traditional programs MUST be completed in Arizona with initial licensure in Arizona.

Students can visit **https://www.riosalado.edu/about/accreditation/program-accreditation** for more information on programmatic accreditation.

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

Elementary Education Grades K-8, Alternative Teaching Certification

The Teacher in Residence (TIR) 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.

Students in the Elementary Education program are preparing to teach children from kindergarten through 8th grade. This program requires in-person field experiences and a student teaching experience in a K-8 general education classroom. Students must verify content proficiency through the passage of a state-approved subject knowledge exam (AEPA/NES).

Prior to enrolling, students must be recommended by a school district for employment, as a contracted K-8 general education classroom teacher, provide a current IVP fingerprint card, and passing elementary subject knowledge I and II exam scores.

CIP Code: 13.1202

Program Prerequisites:

Program Prerequisites: Acceptance into the Teacher in Residence, Elementary Education, Post Baccalaureate Educator Preparation Program required.

Required Courses - Year 1

Required Courses: All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU276*	Classroom Management and Behavioral Analysis	3
EDU293*	Mathematics Methods and Curriculum Development	3
EDU255AC*	Intern Certificate Student Teaching Lab - Elementary Education I	2
EDU268*	Science of Reading Including Systematic Phonics Instruction	3
EDU295*	Social Studies Methods and Curriculum Development	3
EDU255AD*	Intern Certificate Student Teaching Lab - Elementary Education II	2
EDU204	Fine Arts in Educational Settings	3
EDU225	Professionalism and Ethics in Education	1

Required Courses - Year 2

Level 2 Prerequisites: Successful completion of year 1 courses and 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU235*	The Exceptional Learner	3
EDU267	Reading Instructional Practices, Interventions, and Assessments	3
EDU255AE*	Intern Certificate Student Teaching Lab - Elementary Education III	2
EDU297*	Language Arts Methods and Curriculum Development	3
EDU290*	Science Methods and Curriculum Development	3
EDU255AF*	Intern Certificate Student Teaching Lab - Elementary Education IV	2
POS220 POS221 POS222	U.S. and AZ Constitution (3) **OR** Arizona Constitution (1) **AND** U.S. Constitution (2)	3
EDU239*	Structured English Immersion Grades K-8	3

Notes

Contracted teaching position must be in a general education K-8 classroom. All core subject areas must be taught (ELA, math, social studies, science).

TIR program staff will register students for all courses. Payment and/or payment arrangements need to be paid upon registration.

All TIR students are also required to participate in webinars and formal evaluations.

The total amount of credits required for this program is 42 credit hours.

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

Minimum GPA: 3.00

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

Elementary Education Grades K-8

Total Credits: 42

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

Secondary Education, Grades 6-12 Alternative Teaching Certification

Secondary Education Grades 6-12, Alternative Teaching Certification

The Teacher in Residence (TIR) 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.

Students in the Secondary Education program are preparing to teach children from 6th through 12th grade. This program requires in-person field experiences and a student teaching experience in a 6-12, single subject education classroom. Students must verify content proficiency through the passage of a state-approved subject knowledge exam (AEPA/NES).

Prior to enrolling, students must be recommended by a school district for employment, as a contracted 6-12, single subject education classroom teacher, provide a current IVP fingerprint card, and passing subject knowledge exam scores (AEPA/NES).

CIP Code: 13.1205

Program Prerequisites:

Program Prerequisites: Acceptance into the Secondary Education, Teacher in Residence, Post Baccalaureate Educator Preparation Program required.

Required Courses - Year 1

Required Courses: All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU289*	Secondary Methods and Curriculum Development	1
EDU276*	Classroom Management and Behavioral Analysis	3
EDU256AC*	Intern Certificate Student Teaching Lab - Secondary Education I	2
EDU289xx	Secondary Methods and Curriculum Development	2

(Choose most appropriate course module: AA, AB, AC, AD, or AE)

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
EDU274*	Understanding Adolescent Behavior in the Classroom	3
EDU256AD*	Intern Certificate Student Teaching Lab - Secondary Education II	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)	3

Required Courses - Year 2

Level 2 Prerequisites: Successful completion of year 1 courses and 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU235*	The Exceptional Learner	3
EDU225*	Professionalism and Ethics in Education	1
EDU256AE*	Intern Certificate Student Teaching Lab - Secondary Education III	2
EDU270AB*	Secondary Reading and Decoding	3
EDU240	Structured English Immersion Grades 6-12 **OR** 45-clock hour workshop credit certificate from an approved vendor (Transcript evaluation required)	3
EDU256AF*	Intern Certificate Student Teaching Lab - Secondary Education IV	2

Notes

Contracted teaching position must be in a single subject 6-12th classroom.

TIR program staff will register students for all courses. Payment and/or payment arrangements need to be paid upon registration.

All TIR students are also required to participate in webinars and formal evaluations.

The total amount of credits required for this program is 30 credit hours.

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

Minimum GPA: 3.00

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

Secondary Education Grades 6-12 Total Credits: 30

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

Special Education, Grades K-12 Mild-Moderate Disabilities Alternative Teaching Certification

Special Education, Grades K-12 Mild-Moderate Disabilities, Alternative Teaching Certification

The Teacher in Residence (TIR) 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.

Students in the Special Education program are preparing to teach children from kindergarten through 12th grade. This program requires in-person field experiences and a student teaching experience in a K-12, special education setting.

Prior to enrolling, students must be recommended by a school district for employment, as a contracted K-12 special education teacher, and provide a current IVP fingerprint card.

CIP Code: 13.1001

Program Prerequisites:

Program Prerequisites: Acceptance into the Teacher in Residence, Special Education, Post Baccalaureate Educator Preparation Program required.

Required Courses - Year 1

Required Courses: All classes must meet the 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU235*	The Exceptional Learner	3
EDU276*	Classroom Management and Behavioral Analysis	3
EFE291AC*	Special Education: Mild-Moderate Student Teaching I	2
EDU223AA*	Emotional Disabilities in the Classroom	3
EDU268*	Science of Reading Including Systematic Phonics Instruction	3
EFE291AD*	Special Education: Mild-Moderate Student Teaching II	2
EDU242*	Language Development and Disorders	2
EDU244*	Special Education Collaboration and Communication Practices	1
EDU223AF*	Assessment and Eligibility in Special Education	3

Required Courses - Year 2

Level 2 Prerequisites: Successful completion of year 1 courses and 3.0 overall GPA. Courses with a final grade of "D" or "F" must be retaken regardless of GPA.

EDU223AB*	Learning Disabilities in the Classroom	3
EDU267	Reading Instructional Practices, Interventions, and Assessments	3
EFE291AE*	Special Education: Mild-Moderate Student Teaching III	2
EDU223AC*	Mild and Moderate Intellectual Disability in the Classroom	3
EDU293*	Mathematics Methods and Curriculum Development	3
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)	3
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)	3

Notes

The total amount of credits required for this program is 44 credit hours.

Contracted teaching position must be in a special education K-12th setting.

TIR program staff will register students for all courses. Payment and/or payment arrangements need to be paid upon registration.

All TIR students are also required to participate in webinars and formal evaluations.

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

Minimum GPA: 3.00

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

Special Education, Grades K-12 Mild-Moderate Disabilities

Total Credits: 44

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

Teacher Endorsement Coursework

Art, PreK-12 Endorsement

Endorsements are attachments to an Arizona teaching certificate which indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Art Endorsement courses are designed for elementary, secondary or special education teachers. Consider enrolling in courses for your own professional development! Courses are accepted by the Arizona Department of Education for renewing an Arizona standard teaching certificate. Teachers can add the art endorsement to their current Arizona teaching certificate by taking Rio Salado College's courses.

Students enrolled in the Art, PreK-12 endorsement courses are preparing to teach children from preK through 12th grade in fine art. These courses require in-person field experiences in a preK-12 fine arts education classroom.

CIP Code: 13.1302

Prerequisites:

- Admission to Rio Salado College
- Completion of the Request to Enroll form
- Proof of an IVP fingerprint clearance card

Required Coursework:

EDU260AA*	Art Methods and Curriculum Development for Elementary	4
EDU260AB*	Art Methods and Curriculum Development for Secondary	4

Notes

Read about the Art Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Courses start the first eight weeks of each Fall and Spring term. Courses are not offered during the summer.

Must provide proof of a bachelor's degree or teaching certificate.

Rio Salado College will only evaluate transcripts from other colleges to determine if pre-requisites have been met, if applicable. Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

Mathematics, K-8 Endorsement

Endorsements are attachments to an Arizona teaching certificate that indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Mathematics endorsement courses are designed for elementary or special education teachers. Consider enrolling in courses for your own professional development! Courses are accepted by the Arizona Department of Education for renewing an Arizona standard teaching certificate.

Students enrolled in the Mathematics, K-8 endorsement courses are preparing to teach children from K through 8th grade in mathematics. These courses require in-person field experiences in a K-8 mathematics classroom.

CIP Code: 13.1311

Rio Salado College Offers the "Option B" pathway to obtain the Arizona Mathematics, K-8 Endorsement.

- Three semester hours of mathematics classroom assessment; (EPD254).
- Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics (EPD255).

Reference:

Arizona Department of Education (2024, April 24) Mathematics, K-8 Endorsement.
https://www.azed.gov/node/27264

Required Coursework:

EPD254*	Mathematics Classroom Assessment	3
EPD255*	Research-Based Practices, Pedagogy, and Instructional Leadership in Mathematics	3

Notes

Read about the Mathematics Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Must complete a Request to Enroll form to register.

Not all classes are offered every semester. Contact an academic advisor for additional information.

Must provide proof of a bachelor's degree or teaching certificate.

Rio Salado College will only evaluate transcripts from other colleges to determine if prerequisites have been met, if applicable. Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

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

Teacher Endorsement Coursework

Music, PreK-12 Endorsement

Endorsements are attachments to an Arizona teaching certificate which indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Music endorsement courses are designed for elementary, secondary or special education teachers. Consider enrolling in courses for your own professional development! Courses are accepted by the Arizona Department of Education for renewing an Arizona standard teaching certificate. Teachers can add the music endorsement to their current Arizona teaching certificate by taking Rio Salado College's courses.

Students enrolled in the Music, PreK-12 endorsement courses are preparing to teach children from preK through 12th grade in music. These courses require in-person field experiences in a preK-12 music classroom.

CIP Code: 13.1302

Prerequisites:

- Admission to Rio Salado College
- Completion of the Request to Enroll form
- Proof of an IVP fingerprint clearance card

Required Coursework:

EDU263AA*	Music Methods and Curriculum Development for Elementary	4
EDU263AB*	Music Methods and Curriculum Development for Secondary	4

Notes

Read about the Music Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Courses start the first eight weeks of each Fall and Spring term. Courses are not offered during the summer.

Must provide proof of a bachelor's degree or teaching certificate.

Rio Salado College will only evaluate transcripts from other colleges to determine if prerequisites have been met, if applicable. Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

Physical Education, PreK-12 Endorsement

Endorsements are attachments to an Arizona teaching certificate which indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Physical education endorsement courses are designed for elementary, secondary or special education teachers. Consider enrolling in courses for your own professional development! Courses are accepted by the Arizona Department of Education for renewing an Arizona standard teaching certificate. Teachers can add the physical education endorsement to their current Arizona teaching certificate by taking Rio Salado College's courses.

Students enrolled in the Physical Education, PreK-12 endorsement courses are preparing to teach children from preK through 12th grade in physical education. These courses require in-person field experiences in a preK-12 physical education classroom.

CIP Code: 13.1314

Prerequisites:

- Admission to Rio Salado College
- Completion of the Request to Enroll form
- Proof of an IVP fingerprint clearance card

Required Coursework:

EPD216AA*	Elementary Physical Education Methods and Curriculum Development	3
EPD216AB*	Secondary Physical Education Methods and Curriculum Development	3

Notes

Read about the Physical Education Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Courses start the first eight weeks of each Fall and Spring term. Courses are not offered during the summer.

Must provide proof of a bachelor's degree or teaching certificate.

Rio Salado College will only evaluate transcripts from other colleges to determine if prerequisites have been met, if applicable. Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

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

Teacher Endorsement Coursework

Reading, K-8 Endorsement

Endorsements are attachments to an Arizona teaching certificate which indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Reading endorsement courses are designed for elementary, secondary, or special education teachers. Consider enrolling in courses for your own professional development! Courses are accepted by the Arizona Department of Education for renewing an Arizona standard teaching certificate. Teachers can add the reading endorsement to their current Arizona teaching certificate by taking Rio Salado College's courses.

Students enrolled in the Reading, K-8 endorsement courses are preparing to teach children from K through 8th grade in reading. These courses require in-person field experiences in a K-8 reading setting.

CIPS Code: 13.1315

Prerequisites:

- Admission to Rio Salado College
- Completion of the Request to Enroll form
- Proof of an IVP fingerprint clearance card

Required Coursework:

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
ENH291	Children's Literature	3
EPD277AA*	Reading Field Experience K-8	3

Notes

Read about the Reading Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Not all classes are offered every semester. Contact an academic advisor for additional information.

Must provide proof of a bachelor's degree or teaching certificate.

Rio Salado College will only evaluate transcripts from other colleges to determine if prerequisites have been met, if applicable. Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

Special Education Endorsement, Mild/Moderate Disabilities

Endorsements are attachments to an Arizona teaching certificate which indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Educators can add the Special Education endorsement to their current Arizona teaching certificate by taking Rio Salado College's courses. Must possess a valid Arizona Standard Professional Early Childhood, Elementary, Middle Grades, Secondary, Hearing Impaired, Visually Impaired, Early Childhood Special Education, or Moderate/Severe Disabilities certificate. Must verify three years of teaching experience in PreK-Grade 12 before applying for the endorsement.

CIPS Code: 13.1001

Prerequisites:

- Admission to Rio Salado College
- Completion of the Request to Enroll form
- Proof of an IVP fingerprint clearance card

Required Coursework:

Provisional Mild/Moderate Disabilities Endorsement Courses

SPE376*	Special Education Classroom Management & Behavioral Analysis	3
SPE424	Special Education: Assessment & Eligibility of Exceptional Learners	4

Full Mild/Moderate Disabilities Endorsement

Must complete Provisional Endorsement Coursework
AND

SPE409	Special Education: Law, Policy, and Practice	3
SPE422*	Special Education: Mild to Moderate Disabilities	4
SPE341	Special Education: Language Development & Disorders	2

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

Teacher Endorsement Coursework

Notes

Read about the Mild/Moderate Special Education Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Not all classes are offered every semester. Contact an academic advisor for additional information .

Must provide proof of a teaching certificate.

Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

Check Tuition Rates for Upper & Lower Division coursework

Structured English Immersion (Full), PreK-12 Endorsement

Endorsements are attachments to an Arizona teaching certificate which indicate an area of specialization. Endorsements are awarded by the Arizona Department of Education through a transcript evaluation process.

Structured English Immersion endorsement courses are designed for elementary, secondary, special education, early childhood, arts education, physical education, career and technical education, supervisor, principal, or superintendent certificated individuals. Consider enrolling in courses for your own professional development! Courses are accepted by the Arizona Department of Education for renewing an Arizona standard teaching certificate. Teachers can add the structured English Immersion endorsement to their current Arizona teaching certificate by taking Rio Salado College's courses.

Students enrolled in the Structured English Immersion (Full), PreK-12 endorsement courses are preparing to teach children from preK through 12th grade in a sheltered English immersion or structured English immersion model.

CIPS Code: 13.1401

Prerequisites:

- Admission to Rio Salado College
- Completion of the Request to Enroll form
- Must provide proof of a bachelor's degree or teaching certificate.

Required Coursework:

EDU239*	Structured English Immersion Grades K-8	3
	OR	
EDU240*	Structured English Immersion Grades 6-12	3

Notes

Read about the Structured English Endorsement at the Arizona Department of Education for additional requirements such as minimum years teaching and the subject knowledge proficiency requirements.

Courses start the first eight weeks of each Fall, Spring, and Summer term.

Must provide proof of a bachelor's degree or teaching certificate.

Rio Salado College will only evaluate transcripts from other colleges to determine if prerequisites have been met, if applicable. Rio Salado College will not evaluate courses from other colleges to determine if courses meet Arizona Department of Education endorsement requirements.

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

Notes

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

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

Airline Operations

Associate in Applied Science in Airline Operations

The Associate in Applied Science (AAS) in Airline Operations program is designed to provide students with the opportunity to specialize in specific areas of airline operations while still meeting the rigid Federal Aviation Administration requirements. Students may choose to specialize in the area of Reservations and Ticketing Services.

Program Code: 3715

CIP Code: 49.0104

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

Students must earn a grade of C or better in 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: 28-31

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Certificate of Completion in Organizational Leadership (5731) **OR** 18

Certificate of Completion in Quality Customer Service (5728) (17) 17

AND

CCL/5541N is not eligible for Title IV Federal Financial Aid.

Certificate of Completion in Airline Operations: Reservations and Ticketing Services (5541N) 10

Restricted Electives: 11-12

Students must choose 11-12 industry/job specific electives credits and have them approved by the Department Chair.

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

Oral Communication 3

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

Critical Reading 0-3

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

Mathematics 3-6

MAT112*	Mathematical Concepts and Applications (3) **OR**	
Satisfactory completion of a higher level mathematics course		3-6

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences area. 3

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

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

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.

Program Code: 5541N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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 Systems	2
AIR163*	Advanced Airline Reservations	2
AIR165	Overview of Flight Schedules/ Itineraries	3

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Airline Operations (62-70 credits)

Certificate of Completion in:

Airline Operations: Reservations and Ticketing Services (10 credits)

Minimum GPA 2.00

** 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.

Program Code: 3171

CIP Code: 46.0399

Field of Interest: Applied Technology

Program Notes:

Students must earn a grade of C or better in 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: 59-61

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

CCL/5870N is not eligible for Title IV Federal Financial Aid.

Certificate of Completion in Lineman Technology Level IV (5870N) 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.

** 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.

Program Code: 5864N

CIP Code: 46.0399

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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.

Program Code: 5866N

CIP Code: 46.0399

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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/5864N is not eligible for Title IV Federal Financial Aid.

Certificate of Completion in Lineman Technology Level I (5864N) 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.

Program Code: 5868N

CIP Code: 46.0399

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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/5866N is not eligible for Title IV Federal Financial Aid.

Certificate of Completion in Lineman Technology Level II (5866N) 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.

Program Code: 5870N

CIP Code: 46.0399

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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/5868N is not eligible for Title IV Federal Financial Aid.

Certificate of Completion in Lineman Technology Level III (5868N) 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

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Applied Electrical Technologies (81-86 credits)

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)

Minimum GPA 2.00

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

Basic Automotive Maintenance

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.

Program Code: 5944N

CIP Code: 47.0604

Field of Interest: Applied Technology

Program Notes:

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

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

Admission Criteria:

This program is offered through an educational partnership and Permission of Department or Division is required for admission.

Required Courses: 12

ASE100	Introduction to Automotive Service	2
ASE111	Engine Diagnosis and Inspection	2
ASE141	Steering, Suspension and Pre-Alignment	2
ASE151	Introduction to Brake Systems	2
ASE161	Basic Automotive Electrical/ Electronics	2
ASE162*	Automotive Battery, Starting and Charging Systems	2

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Basic Automotive Maintenance
(12 credits)

Minimum GPA 2.00

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

Broadband Telecommunications

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 and field operations. Courses focus on customer equipment and procedures for high-speed internet installation, digital video systems, and network operations such as drop service initiation, planning, maintenance, and troubleshooting. A Certificate of Completion (CCL) in Broadband Telecommunications: Field Operations is also available.

Program Code: 3115

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

This program offers 2 different specializations. Specialization 1 is available for students currently not employed through an educational partnership. Specialization 2 is offered through an educational partnership.

Admission Criteria:

Specializations 2 is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10-15

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Students must choose one of the following Specializations:

Specialization 1: Broadband Telecommunications: Premise Installation 9

TLT143	Digital Video Systems	2
TLT144	Drop Planning and Maintenance	2
TLT162	High Speed Internet/Networking	3
TLT163	High Speed Internet Technical Training	2

Specialization 2: Broadband Telecommunications: Field Operations 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

Note: Completion of the above courses fulfills the requirements of the CCL in Broadband Telecommunications: Field Operations (CCL/5641N).

Restricted Electives: 22-29

Students must choose 22-29 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. Courses cannot be used to satisfy both Restricted Electives and Required Courses.

BPCxxx	Any BPC Business-Personal Computers 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
TLTxxx	Any TLT Telecommunications Technology course
TQMxxx	Any TQM Total Quality Management course

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

Broadband Telecommunications

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 f or ESL (3) **OR**	
ENG111*	Technical and Professional Writing (3)	6

Oral Communication 3

COM100	Introduction to Human Communication SUN# COM1100 (3) **OR**	
COM230	Small Group Communication SUN# COM2271 (3)	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**	
Satisfactory completion of a higher level mathematics course.		3

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences area. 3

Natural Sciences 4

Any approved general education course in the Natural Sciences areas. 4

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.

Program Code: 5641N

CIP Code: 47.0103

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Broadband Telecommunications
(61-62 credits)

Certificate of Completion in:

Broadband Telecommunications: Field Operations
(12 credits)

Minimum GPA 2.00

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

Corrections and Detention

Associate in Applied Science in Corrections and Detention

The Associate in Applied Science (AAS) in Corrections and Detention program is designed to prepare students who are interested in a career in the field of corrections, detention, 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. Specializations in this program focus on ethics, management skills, conflict and crisis management techniques, security procedures, adolescent development, and development theories. Supervision, political science, communication, psychology, and sociology also included. The Certificates of Completion (CCL) in Basic Corrections, Basic Detention, and Advanced Corrections and Detention are available.

Program Code: 3016

CIP Code: 43.0102

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 35-43

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.

Specialization 1: Corrections: 38-40

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

Note: Completion of the above courses fulfills the requirements of the CCL in Basic Corrections (5698N).

COM110	Interpersonal Communication SUN# COM1100 (3) **OR**	
COM263	Elements of Intercultural Communication (3)	3
LET167*	Correctional Sergeant Leadership (2) **OR**	
MGT229	Management and Leadership I (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) **OR**	
PSY132	Psychology and Culture (3)	3
SOC101	Introduction to Sociology SUN# SOC1101	3

Related Area Course Credits: 3-4

Select three to four (3-4) credits from the category below that best aligns with academic and professional goals:

Cultural Responsiveness and Society:

AFR/ASB/ CCS202	Ethnic Relations in the United States	3
REL100	World Religions SUN# REL1101	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

Management and Leadership:

MGT230*	Management and Leadership II	3
PADxxx	Any Public Administration Course	3

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

Corrections and Detention

Psychology:

PSY266*	Psychological Disorders	3
PSY270*	Personal and Social Adjustment	3

Spanish:

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

Specialization 2: Detention: 35-37

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

Note: Completion of the above courses fulfills the requirements of the CCL in Basic Detention (5699N).

COM110	Interpersonal Communication SUN# COM1100 (3) **OR**	
COM263	Elements of Intercultural Communication (3)	3
MGT229	Management and Leadership I	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

Related Area Course Credits: 2-4

Select two to four (2-4) credits from the category below that best aligns with academic and professional goals:

Cultural Responsiveness and Society:

AFR/ASB/ CCS202	Ethnic Relations in the United States	3
REL100	World Religions SUN# REL1101	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

Management and Advanced Training in Detention:

LET144*	Detention Officer Field Training	2
LET148*	Detention Officer Field Training Lab	3
LET150*	Firearms I	3
LET151*	Firearms II	2
LET155	General Instructor Certification	3
LET201*	Physical Fitness Instructor Certification	3
LET225*	Criminal Investigations Certification	4
MGT230*	Management and Leadership II	3
PADxxx	Any Public Administration Course	3

Psychology:

PSY266*	Psychological Disorders	3
PSY270*	Personal and Social Adjustment	3

Spanish:

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

Specialization 3: Juvenile Corrections: 38

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

Note: Completion of the above courses fulfills the requirements of the CCL in Juvenile Corrections (5829N).

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

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

Corrections and Detention

General Electives: 0-6

Select additional courses 100-level or higher to complete the minimum total program credits required for this degree. Consult with the Program Director or an Academic Advisor. 0-6

General Education Requirements: 19-25

General Education Core: 12-18

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) 6

Oral Communication 3

COM230 Small Group Communication SUN# COM2271 (3) 3

Critical Reading 0-3

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

Mathematics 3-6

MAT120* Intermediate Algebra (5) **OR**
MAT121* Intermediate Algebra (4) **OR**
MAT122* Intermediate Algebra (3) **OR**
Any higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6
Recommend for transfer:
MAT140* College Mathematics SUN# MAT1142 (5) **OR**
MAT141* College Mathematics SUN# MAT1142 (4) **OR**
MAT142* College Mathematics SUN# MAT1142 (3)

General Education Distribution: 7

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3
Recommend AJS123 Ethics and the Administration of Justice (3)

Social-Behavioral Sciences 0

Met by PSY101 or PSY132 or SOC101 in Required Courses area. 0

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

Certificate of Completion in Advanced Corrections and Detention

The Certificate of Completion (CCL) in Advanced Corrections and Detention program is designed for officers seeking advancement in corrections and detention fields. 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.

Program Code: 5081N

CIP Code: 43.0102

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

xxx indicates that any suffixed course may be selected.

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 32-36

CCL/5698N is not eligible for Title IV Federal Financial Aid.
Certificate of Completion in Basic Corrections (5698N) 21
OR
CCL/5699N is not eligible for Title IV Federal Financial Aid.
Certificate of Completion in Detention Services (5699N) 18
AND
COM110 Interpersonal Communication SUN# COM1100 **OR**
COM263 Elements of Intercultural Communication (3) 3
LET167* Correctional Sergeant Leadership (2) **OR**
MGT229 Management and Leadership I (3) 2-3

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

Corrections and Detention

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

Restricted Electives: 3

Specialization 1: Corrections: 3

Select 3 credits from the category below that best aligns with academic and professional goals.

Cultural Responsiveness and Society:

AFR/ASB/ CCS202	Ethnic Relations in the United States	3
REL100	World Religions SUN# REL1101	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

Management and Leadership:

MGT230*	Management and Leadership II	3
PADxxx	Any Public Administration Course	3

Psychology:

PSY266*	Psychological Disorders	3
PSY270*	Personal and Social Adjustment	3

Spanish:

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

OR

Specialization 2: Detention Services 3

Select 3 credits from the category below that best aligns with academic and professional goals.

Cultural Responsiveness and Society:

AFR/ASB/ CCS202	Ethnic Relations in the United States	3
REL100	World Religions SUN# REL1101	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

Management and Advanced Training in Detention Services:

LET144*	Detention Officer Field Training	2
LET148*	Detention Officer Field Training Lab	3
LET150 *	Firearms I	3
LET151*	Firearms II	2
LET155	General Instructor Certification	3
LET201*	Physical Fitness Instructor Certification	3
LET225*	Investigator Training	4
MGT230*	Management and Leadership II	3
PADxxx	Any Public Administration Course	3

Psychology:

PSY266*	Psychological Disorders	3
PSY270*	Personal and Social Adjustment	3

Spanish:

SPA101	Elementary Spanish I SUN# SPA1101	4
SPA102*	Elementary Spanish II SUN# SPA1102	4
SPA115	Beginning Spanish Conversation I	3

Certificate of Completion in Advanced Juvenile Corrections

The Certificate of Completion (CCL) in Advanced Juvenile Corrections program is designed for juvenile corrections officers seeking advancement in the Juvenile Corrections field. Courses will focus on human development, adult-adolescent interaction, interpersonal communication, and the constitutions of the United States and the State of Arizona. Officers will also study basic psychological principles and sociology concepts.

Program Code: 5185N

CIP Code: 43.0110

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

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 and Detention

Required Courses: 38

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

Note: Completion of the above courses fulfills the requirements of the CCL in Juvenile Corrections (5829N)

CFS205	Human Development	3
CFS277	Adult-Adolescent Interaction	3
COM110	Interpersonal Communication SUN# COM1110 (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 (3) SUN# SOC1101	3

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.

Program Code: 5698N

CIP Code: 43.0102

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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 Basic Detention

The Certificate of Completion (CCL) in Basic Detention 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.

Program Code: 5699N

CIP Code: 43.0102

Field of Interest: Behavioral Sciences and Human Services

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

Corrections and Detention

Program Notes:

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

Students must earn a grade of C or better in 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

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.

Program Code: 5829N

CIP Code: 43.0110

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

- Corrections and Detention (61-68 credits)

Certificate of Completion in:

- Advanced Corrections and Detention (35-39 credits)
- Advanced Juvenile Corrections (38 credits)
- Basic Corrections (21 credits)
- Basic Detention (18 credits)
- Juvenile Corrections (20 credits)

Minimum GPA 2.00

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

Educational Construction Trades Partnership

Certificate of Completion in Educational Construction Trades Partnership: Carpentry

The Certificate of Completion (CCL) in Educational Construction Trades Partnership: Carpentry program is designed to provide knowledge, safety, and skills in the carpentry construction trade. This program is an introduction to common construction skills to include safety, codes, construction drawings, tools, wall systems, flooring systems, and roof systems. Students can seek employment as carpentry technicians on residential and commercial job sites.

Program Code: 5230N

CIP Code: 46.0201

Field of Interest: Applied Technology

Program Notes:

Students must earn a grade of C or better in 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: 16-18

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON110*	Construction: Carpentry (9) **OR**	
CON110AA*	Construction: Carpentry/Floor Systems (3) **AND**	
CON110AB*	Construction: Carpentry/Wall Systems (3) **AND**	
CON110AC*	Construction: Carpentry/Ceiling and Roof Systems (3)	9

Certificate of Completion in Educational Construction Trades Partnership: Carpentry, Commercial and Residential

The Certificate of Completion (CCL) in Educational Construction Trades Partnership: Carpentry, Commercial and Residential program is designed to provide knowledge, safety, and skills in the carpentry construction trade. This program reinforces common construction skills to include use of tools, adherence to safety and codes, and reading construction drawings. It offers further theory and practice in commercial and specialty carpentry, to include steel framing, conventional roofing, interior finishing, and concrete forms. Students can seek employment as carpentry technicians on residential and commercial job sites.

Program Code: 5232N

CIP Code: 46.0201

Field of Interest: Applied Technology

Program Notes:

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

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

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.*

Educational Construction Trades Partnership

Required Courses: 25-27

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON110*	Construction: Carpentry (9) **OR**	
CON110AA*	Construction: Carpentry/Floor Systems (3) **AND**	
CON110AB*	Construction: Carpentry/Wall Systems (3) **AND**	
CON110AC*	Construction: Carpentry/Ceiling and Roof Systems (3)	9
CON210*	Carpentry: Commercial and Residential	9

Certificate of Completion in Educational Construction Trades Partnership: Electrical

The Certificate of Completion (CCL) in Educational Construction Trades Partnership: Electrical program is designed to provide beginning knowledge, safety, and skills in the electrical construction trade. This program is an introduction to common construction to include use of tools, safety, codes, installation of circuitry, equipment, construction drawings, and a basic understanding of electricity. Students can seek employment as electrical technicians on residential and commercial job sites.

Program Code: 5233N

CIP Code: 46.0302

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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: 16-18

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON132*	Construction: Electrical Systems (9) **OR**	
CON132AA*	Construction: Electrical Systems/ Introduction to Electrical (3) **AND**	
CON132AB*	Construction: Electrical Systems/ Electrical Power Generation (3) **AND**	
CON132AC*	Construction: Electrical Systems/ Raceways and Wireways (3)	9

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

Educational Construction Trades Partnership

Certificate of Completion in Educational Construction Trades Partnership: Electrical, Commercial and Residential

The Certificate of Completion (CCL) in Educational Construction Trades Partnership: Electrical, Commercial and Residential program is designed to provide knowledge, safety, and skills in the electrical construction trade. This program reinforces common construction skills to include use of tools, adherence to safety and codes, and reading construction drawings. This award offers further theory and practice in commercial and specialty electrical, to include work with electric power distribution, motors and motor controls, specialty electrical lighting and services, and electrical currents. Students can seek employment as electrical technicians on residential and commercial job sites.

Program Code: 5235N

CIP Code: 46.0302

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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: 25-27

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON132*	Construction: Electrical Systems (9) **OR**	
CON132AA*	Construction: Electrical Systems/ Introduction to Electrical (3) **AND**	
CON132AB*	Construction: Electrical Systems/ Electrical Power Generation (3) **AND**	
CON132AC*	Construction: Electrical Systems/ Raceways and Wireways (3)	9
CON232*	Construction: Advanced Electrical	9

Certificate of Completion in Educational Construction Trades Partnership: Plumbing

The Certificate of Completion (CCL) in Educational Construction Trades Partnership: Plumbing program is designed to provide knowledge safety and skills in the plumbing construction trade. This program is an introduction to common construction skills to include safety; codes; construction drawings; tools; fixtures; pipes and fittings; drain, waste, and vent systems; and water distribution systems. Students can seek employment as plumbing technicians on residential and commercial job sites.

Program Code: 5236N

CIP Code: 46.0503

Field of Interest: Applied Technology

Program Notes:

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

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

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.*

Educational Construction Trades Partnership

Required Courses: 16-18

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON122*	Construction: Plumbing (9) **OR**	
CON122AA*	Construction: Plumbing/Pipes and Fittings (3) **AND**	
CON122AB*	Construction: Plumbing/Drain, Waste and Vent (3) **AND**	
CON122AC*	Construction: Plumbing/Fixtures, Faucets and Water Distribution Systems (3)	9

Certificate of Completion in Educational Construction Trades Partnership: Plumbing, Commercial and Residential

The Certificate of Completion (CCL) in Educational Construction Trades Partnership: Plumbing, Commercial and Residential program is designed to provide knowledge safety and skills in the plumbing construction trade. This program reinforces common construction skills to include use of tools, adherence to safety and codes, and reading construction drawings. It offers further instruction and practice in commercial and specialty plumbing, to include work in piping systems; water resource solutions; water disposal systems; and plumbing fixtures and appliances. Students can seek employment as plumbing technicians on residential and commercial job sites.

Program Code: 5237N

CIP Code: 46.0503

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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: 25-27

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON122*	Construction: Plumbing (9) **OR**	
CON122AA*	Construction: Plumbing/Pipes and Fittings (3) **AND**	
CON122AB*	Construction: Plumbing/Drain, Waste and Vent (3) **AND**	
CON122AC*	Construction: Plumbing/Fixtures, Faucets and Water Distribution Systems (3)	9
CON222*	Construction: Advanced Plumbing	9

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

Educational Construction Trades Partnership

Certificate of Completion in Educational Construction Trades Partnership: H.V.A.C.r Residential Service

The Certificate of Completion (CCL) in H.V.A.C.r Residential Service is designed to provide entry-level training in the areas of heating, ventilation, air conditioning and refrigeration (H.V.A.C.r) systems, electricity, electronic controls, and general repair. Students will have the opportunity to learn skills necessary to assess and solve problems quickly.

Program Code: 5351N

CIP Code: 47.0201

Field of Interest: Applied Technology

Program Notes:

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

Students must earn a grade of C or better in 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: 16-20

CON102	Foundations of Construction Trades (6) **OR**	
CON102AA	Foundations of Construction Trades: Tools, Equipment, and Workspace (2) **AND**	
CON102AB	Foundations of Construction Trades: Construction Calculations (2) **AND**	
CON102AC	Foundations of Construction Trades: Construction Drawings and Materials (2)	6
CON103	Foundation of Construction Safety (1) **OR**	
CON271	Construction Safety (3)	1-3
CON/HVA170	Construction Trades: Heating, Ventilation, Air Conditioning and Refrigeration (9) **OR**	
CON/HVA170AA	Construction Trades: H.V.A.C.r for Residential Systems (3)	
CON/HVA170AB	Construction Trades: H.V.A.C.r Installation (3)	
CON/HVA170AC	Construction Trades: H.V.A.C.r Troubleshooting (3)	9 -11

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Educational Construction Trades Partnership: Carpentry (16-18 credits)
- Educational Construction Trades Partnership: Carpentry, Commerical and Residential (25-27 credits)
- Educational Construction Trades Partnership: Electrical (16-18 credits)
- Educational Construction Trades Partnership: Electrical, Commercial and Residential (25-27 credits)
- Educational Construction Trades Partnership: Plumbing (16-18 credits)
- Educational Construction Trades Partnership: Plumbing, Commerical and Residential (25-27 credits)
- Educational Construction Trades Partnership: H.V.A.C.r Residential Service (16-20 credits)

Minimum GPA 2.00

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

Law Enforcement

Associate in Applied Science in Law Enforcement Training

The Associate in Applied Science (AAS) in Law Enforcement Training is designed to provide students with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach students how to handle the challenges of the law enforcement profession. A Certificate of Completion (CCL) in Law Enforcement Training Academy is also available.

Program Code: 3188

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Admission Criteria:

Must meet AzPOST minimum requirements for a law enforcement officer and meet any physical requirements by the Academy Director.

Required Courses: 41-43

AJS101	Introduction to Criminal Justice SUN# AJS1101	3
AJS109	Substantive Criminal Law	3
AJS113	Criminal Justice Crime Control Policies and Practices	3
AJS151	Firearms I	1
AJS153*	Firearms II/Handguns	1
AJS154	Firearms III/Long Weapons	1
AJS162	Domestic Violence	3
AJS201	Rules of Evidence	3
AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS210	Constitutional Law	3
AJS215	Criminalistics: Physical Evidence	3
AJS230	The Police Function	3
AJS260	Procedural Criminal Law	3
AJS270	Community Relations	3
AJS275	Criminal Investigation I	3
AJS290BN	Courtroom Testimony Seminar	1
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

Recommend for transfer to a university or MCCCD bachelor's program:

ENG101*	First-Year Composition (3) **OR**	
ENG107*	First-Year Composition for ESL (3) **AND**	
ENG102*	First-Year Composition (3) **OR**	
ENG108*	First-Year Composition for ESL (3)	6

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)	3

Recommended: COM110 or COM230

Critical Reading 3

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

Mathematics 3-6

Any approved general education course in the Mathematics area. 3-6

Recommend for transfer:

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

Any higher approved general education course in the Mathematical Applications [MA] area (3-6)

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

Law Enforcement

General Education Distribution: 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area. 3

Recommended: AJS123 Ethics and the Administration of Justice (3)

Social-Behavioral Sciences 3

Any approved general education course in the Social-Behavioral Sciences area. 3

Natural Sciences 4

Any approved general education course in the Natural Sciences area. 4

Certificate of Completion in Law Enforcement Training Academy

The Certificate of Completion (CCL) in Law Enforcement Training Academy is designed for students wishing to pursue a career as a law enforcement officer. The student will develop skills in eight functional areas: Introduction to Law Enforcement, Law and Legal Matters, Patrol Procedures, Traffic Control, Crime Scene Management, Community and Police Relations, Report Writing, and Police Proficiency Skills.

Program Code: 5991N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

AJS coursework for this program is taught by instructors who are certified police officers in the State of Arizona as required by the Arizona Peace Officer Standards and Training (AzPOST) Board standards. Any AJS coursework that has already been completed but was not taught by a certified police officer with a recognized academy, will not satisfy the requirements of the certificate. Additionally, this Certificate of Completion (CCL) can be awarded to peace officers who complete the AzPOST waiver (lateral transfers) or to out-of-state academies engaged in an Educational Partnership (ESP) or an Educational Service Agreement (ESA) through one of the offering colleges.

This Certificate of Completion (CCL) is offered as an educational partnership at Rio Salado College.

This Certificate of Completion is offered as a closed academy program at Chandler Gilbert Community College and Glendale Community College. Students at these colleges are advised to meet with the program director, chair and/or faculty advisor.

Admission Criteria:

Must meet AzPOST minimum requirements for a law enforcement officer and meet any physical requirements by the Academy Director.

Required Courses: 40

AJS101	Introduction to Criminal Justice SUN AJS1101	3
AJS109	Substantive Criminal Law	3
AJS113	Criminal Justice Crime Control Policies and Practices	3
AJS151	Firearms I	1
AJS153*	Firearms II/Handguns	1
AJS154	Firearms III/Long Weapons	1
AJS162	Domestic Violence	3
AJS201	Rules of Evidence	3
AJS205	Effective Communication and Report Writing in Criminal Justice	3
AJS210	Constitutional Law	3
AJS215	Criminalistics: Physical Evidence	3
AJS230	The Police Function	3
AJS260	Procedural Criminal Law	3
AJS270	Community Relations	3
AJS275	Criminal Investigation I	3
AJS290BN	Courtroom Testimony Seminar	1

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

Law Enforcement

Certificate of Completion in Emergency Communications

The Certificate of Completion (CCL) in Emergency Communications is designed to provide students with the training required for employment in the emergency communications industry. Courses will cover an introduction to computer aided dispatch, emergency call basics, and emergency communications personnel responsibilities in addition to an introduction to and use of the Incident Command System. Also covers the National Incident Management System (NIMS), 911 policies and procedures and Critical Incident Stress Management (CISM).

Program Code: 5186N

CIP Code: 43.0302

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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

LET180	Introduction to Computer Aided Dispatch	2
LET181	Emergency Communications Personnel	2
LET182	Emergency Communications Procedures	3
LET184	Introduction to 911 Call Basics	3
LET185	911 Policies and Procedures	3
LET186	Specialized 911 Call Procedures	3

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.

Program Code: 5027N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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

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

Law Enforcement

Certificate of Completion in Law Enforcement Investigation

The Certificate of Completion (CCL) in Law Enforcement Investigation is designed to prepare the law enforcement officer to become a specialist in the investigation of criminal activity and to successfully assist in prosecution. Courses address case management, legal aspects of interviewing, search and seizure, and courtroom presentations. Students will demonstrate skills related to these areas in a crime scene scenario.

Program Code: 5899N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

Admission Criteria:

Student must be Law Enforcement personnel or permission of Program Director.

Required Courses: 6

LET225*	Criminal Investigations Certification (6)	
OR		
LET225AA*	Criminal Investigations Certification I (1) **AND**	
LET225AB*	Criminal Investigations Certification II (1) **AND**	
LET225AC*	Criminal Investigations Certification III (1) **AND**	
LET225AD*	Criminal Investigations Certification IV (1) **AND**	
LET225AE*	Criminal Investigations Certification V (0.5) **AND**	
LET225AF*	Criminal Investigations Certification VI (0.5) **AND**	
LET225AG*	Criminal Investigations Certification VII (1)	
OR		
LET254*	Criminal Investigations Detective I (3) **AND**	
LET255*	Criminal Investigations Detective II (3)	6

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 public safety. 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 public safety. Also covers identification and evaluation of personal leadership style and levels, as well as challenges to effective leadership and team building in public safety. Formal staff study will be completed as part of this program.

Program Code: 5891N

CIP Code: 44.0401

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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 Public Safety	2
LET174*	Organizational Culture and Leadership	3
LET175*	Public Safety Leadership Capstone	1

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

Law Enforcement

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.

Program Code: 5857N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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	4
LET179*	Highway Patrol Procedures	3
LET183*	Transportation Law	1
LET250*	DUI Detection	2
LET260*	Traffic Accident Investigation	3
LET262*	Active Shooter Procedures	2

Certificate of Completion in Search Warrant Preparation

The Certificate of Completion (CCL) in Search Warrant Preparation program is for law enforcement officers and is designed to further expand on industry specific training for search warrant policies, procedures, and methods.

Program Code: 5220N

CIP Code: 43.0107

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

Admission Criteria:

Student must be Law Enforcement personnel or have permission of Department or Division.

Required Courses: 6

LET243*	Search Warrant Preparation	6

Certificate of Completion in Leadership in Public Safety Organizations

The Certificate of Completion (CCL) in Leadership in Public Safety Organizations program builds the industry knowledge and skills for individuals to transition to leadership positions in the field of public safety. This CCL will introduce students to the fundamental concepts and skills of professionalism, organizational culture and management, characteristics of effective teams, conflict resolution, motivation, systems-thinking, problem-solving, and leadership as applicable to public safety organizations. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of front-line leadership positions within the fields of public safety including law enforcement, fire service, and public safety support operations such as communication operators and property and records management.

Program Code: 5211N

CIP Code: 44.0401

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

Law Enforcement

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

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

Admission Criteria:

This is a closed program for Public Safety professionals. Please see the Program Advisor for admission requirements.

Required Courses: 6

LET173	Introduction to Leadership in Public Safety	2
LET174*	Organizational Culture and Leadership	3
LET175*	Public Safety Leadership Capstone	1

Certificate of Completion in Emergency Medical Technology

The Certificate of Completion (CCL) in Emergency Medical Technology curriculum provides the student with the necessary knowledge and skills in accordance with the National EMS Scope of Practice published by National Highway Traffic Safety Administration (NHTSA) and the Arizona Department of Health Services. Successful completion of the curriculum and upon licensure, the candidate can seek employment with ambulance service companies, first responder agencies, fire departments, and hospitals as an Emergency Medical Technician (EMT). Emphasis is on the fundamental principles and skills required to provide emergency medical care for the ill or injured. The primary focus of an EMT is to respond to, assess and triage emergent, urgent, and non-urgent requests for medical care, apply basic knowledge and skills necessary to provide patient care and medical transportation to/from an emergency or health care facility.

This program is designed to meet education requirements for licensure or certification in the State of Arizona. Granting licensure and certification is the sole responsibility of the state board or approval agency. This program is only offered and available to students located in the State of Arizona. The Maricopa County Community College District and colleges define student location within Administrative Regulation 2.2.3(7).

Program Code: 5643N

CIP Code: 51.0904

Field of Interest: Health Sciences

Program Notes:

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

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

EMT104 requires students to complete additional hours in a competency-based clinical, vehicular, and/or scenario based experience. Depending on the college, this may be completed through EMT104AB or program director-approved rotation.

Admission Criteria:

At Rio Salado College, this program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 13

Students who have current validation in Basic Life Support (BLS) are required to receive credit by evaluation.

EMT101	Basic Life Support/ Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5) **OR**	
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) **AND** Credit By Evaluation (0.5)		0.5
EMT104AB*	Applied Practical Studies for Emergency Medical Technology	0.5
EMT104LL*	Emergency Medical Technology Practicum	2
EMT104*	Emergency Medical Technology	10

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

Law Enforcement

Certificate of Completion in Firearms

The Certificate of Completion (CCL) in Firearms program is designed to provide students with the training required for firearms qualification. Courses will cover firearms safety and nomenclature, care and cleaning of firearms and basic firearms usage techniques, as well as ammunition procedures, shooting positions, and qualification course experience.

Program Code: 5971N

CIP Code: 43.0199

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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: 5

LET150*	Firearms I	3
LET151*	Firearms II	2

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

- Law Enforcement Training (63-71 credits)

Certificate of Completion in:

- Emergency Communications (16 credits)
- Law Enforcement Field Training (17 credits)
- Law Enforcement Investigation (6 credits)
- Law Enforcement Training Academy (40 credits)
- Public Safety Leadership (10 credits)
- Public Safety Technology (15 credits)
- Search Warrant Preparation (6 credits)
- Leadership in Public Safety Organizations (6 credits)
- Emergency Medical Technology (13 credits)
- Firearms (5 credits)

Minimum GPA 2.00

Opportunities for Educational Training for Current Law Enforcement Professionals

Since 1990, Rio Salado College has partnered with various police agencies and training academies within Maricopa County 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 (CCL) in Law Enforcement Training, which leads to an Associate in Applied Science (AAS) in Law Enforcement Training.

Rio Salado also offers a Bachelors of Applied Science degree in Public Safety Administration. This degree is inclusive of several pathways including the AAS and CCL in Law Enforcement Training and those listed below. These educational pathways are 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, Law Enforcement Investigator, Emergency Communications, Search Warrant Preparation, 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 General Instructor.

For more information, call **480-517-8461** or visit our website at: **https://www.riosalado.edu/community/corporate-and-government-partnerships/educational-service-partners/law-enforcement**

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

Quality Customer Service

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 the knowledge, skills, and habits of mind for entry or advancement in the field of customer service. Students will explore specific areas of focus based on career goals. Courses will be offered in customer service, teamwork, communication skills, and professional development. A Certificate of Completion (CCL) in Quality Customer Service is also available.

Program Code: 3810

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Required Courses: 18-20

FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3
Certificate of Completion in Quality Customer Service (5728)		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. Courses cannot be used to satisfy both Restricted Electives and Required Courses.

AIRxxx	Any AIR Airline Operations 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.
INSxxx	Any INS Insurance Studies course(s)
MGTxxx	Any MGT Management course.
PADxxx	Any PAD Public Administration course
PHTxxx	Any PHT Pharmacy Technology course.
SBSxxx	Any SBS Small Business Management course.
TLTxxx	Any TLT Telecommunications Technology course.
TQMxxx	Any TQM Total Quality Management 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.

General Education Requirements: 22-28

General Education Core: 12-18

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)	6

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

Quality Customer Service

Oral Communication 3

COM100 Introduction to Human Communication
SUN# COM1100 (3) 3

Critical Reading 0-3

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

Mathematics 3-6

MAT112* Mathematical Concepts and Applications (3) **OR**
Satisfactory completion of a higher level mathematics course. 3-6

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 Advocate Driven Healthcare: Customer Service

The Certificate of Completion (CCL) in Advocate Driven Healthcare: Customer Service program is designed to provide students with the training required for employment in the healthcare customer service field. Courses will cover characteristics of advocate-driven healthcare, applicable medical terminology, healthcare services and products in addition to systems and applications to determine eligibility and process claims. Customer service standards and interactions emphasized.

Program Code: 5249N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

CSR130	Advocate Driven Healthcare	2
CSR136	Health Care Insurance: Claims I	4
CSR148	Health Care Insurance: Customer Service	4
CSR197	Customer Service Representative Business Practices	2

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: Customer Service

The Certificate of Completion (CCL) in Automobile Insurance: Customer Service program is designed to provide students with the knowledge, skills and training required for employment in the automobile insurance industry. Instruction in principles of insurance, computer usage, customer service skills, and the responsibilities of the automobile insurance member services representative will be provided while preparing students for a variety of industry specific roles.

Program Code: 5171N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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: 8-9

CSR196*	Call Center Customer Service	3
CSR197	Customer Service Representative Business Practices	2
CSR200	Automobile Representative Customer Service	3
OR		
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 14 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.

Program Code: 5663N

CIP Code: 52.0803

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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 Business Technology: Customer Service

The Certificate of Completion (CCL) in Business Technology: Customer Service program is designed to provide students with the training required for enhancing customer service through use of business technology in the workplace. Courses will cover foundational business technology, Customer Relationship Management and Business Intelligence as well as sales and marketing strategies for the customer service representative. An opportunity for skills application is provided.

Program Code: 5250N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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: 6

CSR184	Business Technology in Customer Service	2
CSR195	Customer Service Representative Sales and Marketing	2
CSR197	Customer Service Representative Business Practices	2

Student must also choose 16-17 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Credit Counseling: Customer Service

The Certificate of Completion (CCL) in Credit Counseling: Customer Service 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.

Program Code: 5176N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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		
CSI250	Customer Service for Credit Counselors	3
CSI251	Legal Issues in Credit Counseling	3
CSI252	Credit Counseling New Accounts	3
CSI258	Credit Counseling and Financial Management	3

Student must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

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

Quality Customer Service

Certificate of Completion in 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.

Program Code: 5926N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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.

Certificate of Completion in Debt Resolution: Sales

The Certificate of Completion (CCL) in Debt Resolution: Sales 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.

Program Code: 5905N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

CSI155	Customer Service for Debt Settlement	3
CSI168	Introduction to Debt Resolution Sales	3
CSI174	Debt Resolution Sales Procedures	2
CSI180*	Debt Resolution Sales Practices	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

Certificate of Completion in Financial Services Retirement Accounts: Customer Service

The Certificate of Completion (CCL) in Financial Services Retirement Accounts: Customer Service is designed to provide students with the training required for employment in the financial services industry. Courses focus on the responsibilities of the customer service representative, including financial services plans, compliance, and account management in addition to effective customer service and use of required systems.

Program Code: 5965N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

CSI161	Financial Services Retirement Plans	3
CSI163	Employer Sponsored Retirement Plans	1
CSI165	Introduction to Financial Customer Service	3
CSI167	Financial Systems Customer Service	3
CSR197	Customer Service Representative Business Practices	2

Student must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Insurance: Customer Service

The Certificate of Completion (CCL) in Insurance: Customer Service program is designed to provide students with the knowledge and skills to meet basic job requirements in insurance customer service programs. The courses will cover various personal insurance operations, including account research, payments, and quotes in addition to guidelines and procedures for handling commercial property policies. Principles of insurance, regulations, and service culture objectives and standards will be emphasized.

Program Code: 5210N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

CSR211	Auto Insurance Quotes	3
CSR212	Automobile Insurance Operations I	3
CSR220*	Sales and Retention	2
INS150*	Introduction to Personal Lines Policies	3
INS151*	Introduction to Commercial Property Policies	3
INS155*	Fire Product Procedures	2

Students must also choose 6-7 industry/job specific elective credits from the list of Restricted Electives.

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

Certificate of Completion in Loan Consolidation: Customer Service

The Certificate of Completion (CCL) in Loan Consolidation: Customer Service program is designed to provide students with the training required for employment in the debt settlement/ loan consolidation industry. Courses will cover an introduction to debt settlement/loan consolidation, account procedures, and customer service, with an opportunity for skills application.

Program Code: 5254N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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: 6-7

CSI154	Introduction to Debt Settlement	2
CSI182	Introduction to Loan Consolidation	2
CSI184	Loan Consolidation Procedures	3
OR		
CSI182	Introduction to Loan Consolidation	2
CSI202	Debt Settlement Loan Servicing	4

Students must also choose 16 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Pharmacy Prescription Benefits: Customer Service

The Certificate of Completion (CCL) in Pharmacy Prescription Benefits: 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 ensuring procedures for handling pharmacy prescription orders are complete while providing empathetic customer care.

Program Code: 5822N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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 Pharmacy Prescription Benefits Customer Care	3
CSR155*	Pharmacy Prescription Benefit Plans	3
CSR157*	Pharmacy Prescription 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.*

Quality Customer Service

Certificate of Completion in Prescription Prior Authorization: Customer Service

The Certificate of Completion (CCL) in Prescription Prior Authorization: Customer Service program is designed to provide students with the training required for employment in the federal prescription healthcare field. Courses will cover prior authorization procedures and systems for federal employees, including account procedures, eligibility, and claims in addition to authorizations and change in therapy procedures.

Program Code: 5257N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

CSR144	Prior Authorization Programs and Systems	3
CSR145	Prescription Prior Authorization I	4
CSR146*	Prescription Prior Authorization II	4

Student must also choose 11-12 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Property Insurance: Customer Service

The Certificate of Completion (CCL) in Property Insurance: Customer Service program is designed to provide students with foundational knowledge and skills to meet job requirements in property insurance. The courses cover customer service strategies and procedures for issuing and servicing homeowner, rental, and personal property insurance. Coverages and policies are emphasized.

Program Code: 5131N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

CSR118	Property Insurance Billing Procedures	3
CSR120	Introduction to Property Insurance: Issuing and Servicing	3
CSR122	Rental and Condo/Unit Owner Property Insurance	2
CSR124	Renters Valuable Personal Property Insurance: Issuing and Servicing	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

Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment in the field of customer service. Courses will be offered in customer service, teamwork, communication skills, and professional development.

Program Code: 5728

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Required Courses: 14

COM110	Interpersonal Communication SUN# COM1100 (3) **OR**	
MGT101	Techniques of Supervision (3)	3
CSM/TQM101	Quality Customer Service	3
GBS120	Workplace Communication Skills	3
GBS175	Professional Development	3
TQM230	Teamwork Dynamics	2

Restricted Electives: 3

COM263	Elements of Intercultural Communication	3
MGT175	Business Organization and Management	1
MGT251	Human Relations in Business	3
SOC212	Gender and Society	3

Student must also choose 5-6 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Utilities: Customer Service

The Certificate of Completion (CCL) in Utilities: Customer Service 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.

Program Code: 5310N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

Student must also choose 6-7 industry/job specific elective credits from the list of Restricted Electives.

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

Quality Customer Service

Certificate of Completion in Water Utility Operations: Account Services and Delivery Management

The Certificate of Completion (CCL) in Water Utility Operations: Account Services and Delivery Management program is designed to provide students with the training needed for employment in the water services irrigation industry. Students will specialize in either Water Account Services or Water Delivery Systems. Students in Account Services will focus on water rights, account management, processing, and troubleshooting orders. Students in Water Delivery Systems will focus on scheduling, delivery processes, controls, measurements, and maps. Both specializations will emphasize organizational customer service standards and skills and water delivery systems.

Program Code: 5823N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

Students must earn a grade of C or better in 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

Specialization 1: Account Services		**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

OR

Specialization 2: Water Delivery		**10**
UCS180	Introduction to Water Delivery Customer Service	3
UCS182	Water Delivery Management	2
UCS184	Water Delivery Operations	2
UCS186	Water Delivery Measurements	2
UCS188	Water Delivery Operations Lab	1

Student must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Web Hosting: Customer Service

The Certificate of Completion (CCL) in Web Hosting: Customer Service is designed to provide students with the training required for providing customer services in the various areas of web hosting. The specialization will focus on either Inbound Account Support, Inbound Sales Productivity, or Hosting Support with an opportunity for demonstration of effective customer service.

Program Code: 5268N

CIP Code: 52.0411

Field of Interest: Business, Entrepreneurialism and Management

Program Notes:

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

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

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.*

Quality Customer Service

Required Courses: 6

Specialization 1: Inbound Account Support		**6**
CSR175	Web Hosting Account Customer Service	1
CSR176	Customer Product Service Management for Web Hosting/ Domain Registrar	3
CSR197	Customer Service Representative Business Practices	2
	OR	
Specialization 2: Inbound Sales Productivity		**6**
CSR171	Customer Representative Web Design Products and Services	2
CSR172	Customer Representative Web Service Sales	2
CSR197	Customer Service Representative Business Practices	2
	OR	
Specialization 3: Hosting Support		**6**
CSR173	Customer Service for Web Hosting	2
CSR174	Hosting Product Support Customer Service	2
CSR197	Customer Service Representative Business Practices	2

Student must also choose 16-17 industry/job specific elective credits from the list of Restricted Electives.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

- Quality Customer Service (62-71 credits)

Certificate of Completion in:

- Advocate Driven Healthcare: Customer Service (12 credits)
- Automobile Insurance: Customer Service (8-9 credits)
- Bank Account Management: Customer Service (10 credits)
- Business Technology: Customer Service (6 credits)
- Credit Counseling: Customer Service (12 credits)
- Debt Resolution: Customer Service (10 credits)
- Debt Resolution: Sales (10 credits)
- Financial Services Retirement Accounts: Customer Service (12 credits)
- Insurance: Customer Service (16 credits)
- Loan Consolidation: Customer Service (6-7 credits)
- Pharmacy Prescription Benefits: Customer Service (8 credits)
- Prescription Prior Authorization: Customer Service (11 credits)
- Property Insurance: Customer Service (10 credits)
- Quality Customer Service (17 credits)
- Utilities: Customer Service (16 credits)
- Water Services: Customer Service (10 credits)
- Web Hosting: Customer Service (6 credits)

Minimum GPA 2.00

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

Workforce Development and Community Re-Entry

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 other Certificates of Completion in the areas of Addictions and Substance Use Disorders and Professional Cooking and Sustainable Practices.

Program Code: 3092

CIP Code: 30.9999

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

xxx indicates that any suffixed course may be selected.

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 14-16

Certificate of Completion in Workforce Development and Community Re-Entry (5581)		13
FYE101	Introduction to College, Career and Personal Success (1) **OR**	
FYE103	Exploration of College, Career and Personal Success (3)	1-3

Restricted Electives: 26-30

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.
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.
BHSxxx	Any BHS Behavioral Health Services 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.
GBSxxx	Any GBS General Business 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.
MKTxxx	Any MKT Marketing course
RECxxx	Any REC Recreation course.
SUNxxx	Any SUN Sundtcorp course.
TQMxxx	Any TQM Total Quality Management course
WLDxxx	Any WLD Welding Technology course.

OR

Students will choose one of the following for a total of 26-30 credits.

** 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.

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.

Program Code: 5581N

CIP Code: 30.9999

Field of Interest: Behavioral Sciences and Human Services

Program Notes:

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

Students must earn a grade of C or better in 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

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.

Program Code: 5894N

CIP Code: 51.1501

Field of Interest: Behavioral Sciences and Human Services

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

Workforce Development and Community Re-Entry

Program Notes:

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

Students must earn a grade of C or better in 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: Professional Cooking and Sustainable Practices

The Certificate of Completion (CCL) in Workforce Development: Professional Cooking and Sustainable Practices program is designed to prepare the incarcerated person with skills needed to work in a professional kitchen. Courses will cover principles and skills for professional cooking and commercial baking, including safety and sanitation standards. In addition, individuals will evaluate food production models and the effects of these food systems on the environment, health, and communities and options for including more sustainable kitchen practices and processes.

Program Code: 5895N

CIP Code: 19.0505

Field of Interest: Health Sciences

Program Notes:

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

Students must earn a grade of C or better in 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 Basics	3
CUL102	Hot Foods	3
CUL103	Breakfast and Cold Foods	3
CUL104	Bakery and Pastry	3
OR		
CUL101	Culinary Basics	3
CUL102	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.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:
- Workforce Development and Community Re-Entry (65-71 credits)

Certificate of Completion in:
- Workforce Development and Community Re-Entry (13 credits)
- Workforce Development: Foundations in Addictions and Substance Use Disorders (12-13 credits)
- Workforce Development: Professional Cooking and Sustainable Practices (12 credits)

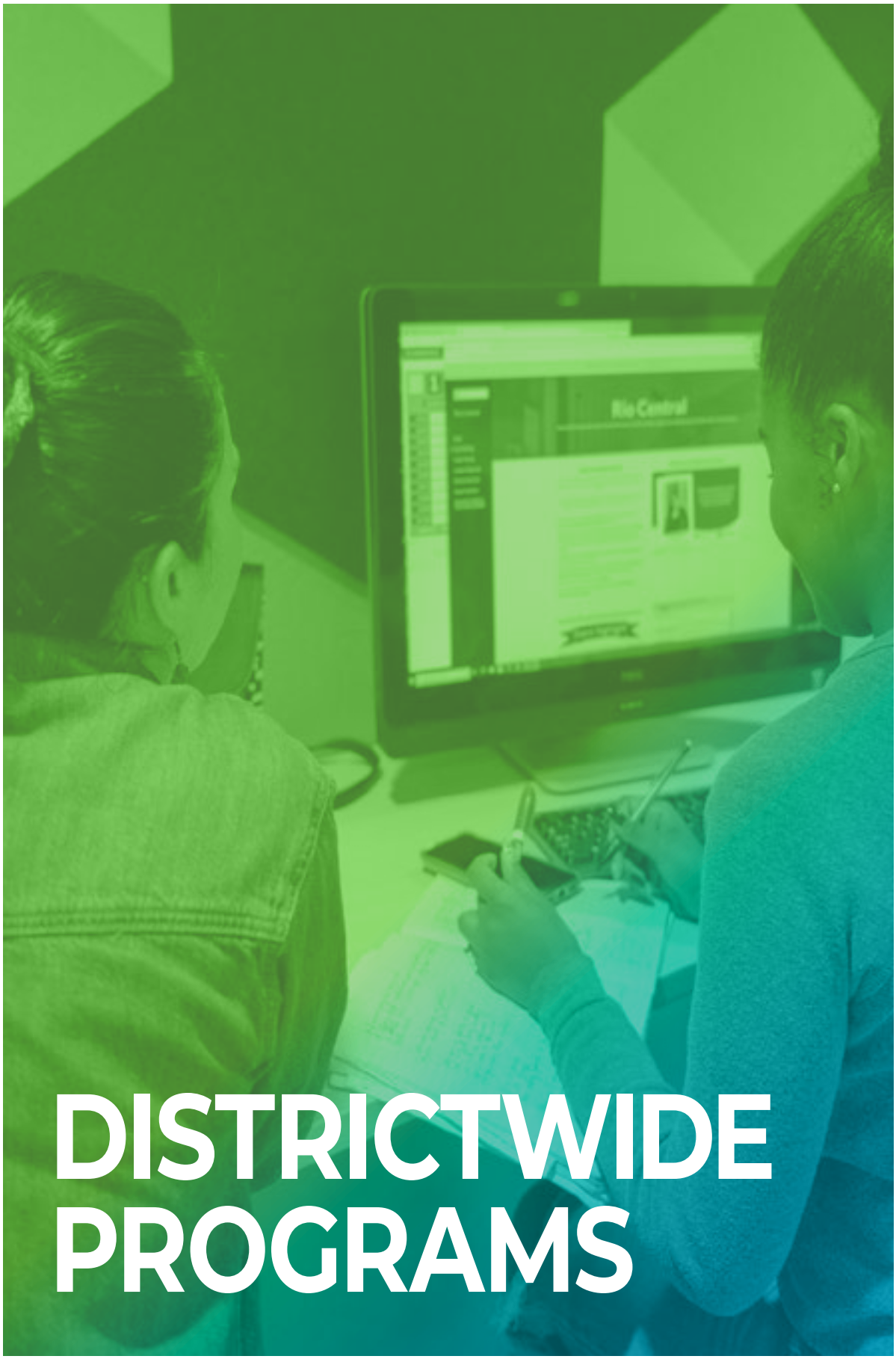
Minimum GPA 2.00

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

DISTRICTWIDE **PROGRAMS**

There is a wealth of educational opportunities available to students through the Maricopa County Community College District. The programs listed in this section are available at all of the MCCCD colleges.

www.maricopa.edu



DISTRICTWIDE PROGRAMS

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AA & AS Emphasis Program Disclosures (Missing Courses)

The programs listed below have required courses which Rio Salado College does not offer. Please refer to the program pages on our website for updated information on courses which may be required and offered at another Maricopa Community College. https://www.riosalado.edu/degrees-certificates#a-z

Associate in Arts, Emphasis in Anthropology
Associate in Arts, Emphasis in Communication
Associate in Arts, Emphasis in Counseling and Applied Psychological Science
Associate in Arts, Emphasis in Exercise Science
Associate in Arts, Emphasis in Geography
Associate in Arts, Emphasis in Information Studies and eSociety
Associate in Arts, Emphasis in Nutritional Science
Associate in Arts, Emphasis in Speech and Hearing Science
Associate in Arts, Emphasis in Women and Gender Studies
Associate in Science, Emphasis in Biochemistry
Associate in Science, Emphasis in Biological Sciences
Associate in Science, Emphasis in Chemistry
Associate in Science, Emphasis in Physics
Associate in Science, Emphasis in Geology

Arizona General Education Curriculum (AGEC) - A, B, 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. 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.

As described below, the AGECs are a component of most MCCCD associate degrees and comparable degrees at other Arizona public community colleges. The AGEC-A defines the general education requirements in the Associate in Arts (AA), Associate in Arts, Elementary Education (AAEE), and the Associate in Arts, Fine Arts (AAFA) degrees. The AGEC-B defines the general education requirements in the Associate in Business-General Requirements (ABUS-GR) and Associate in Business-Special Requirements (ABUS-SR) degrees. The AGEC-S defines the general education requirements in the Associate in Science (AS) degree.

As described in more detail below, all AGECs require designated courses in First Year Composition [FYC], Literacy and Critical Inquiry [L], Mathematical Studies [MA], Social-Behavioral Sciences [SB], Humanities, Design and Fine Arts [HU], and Natural Science [SQ/SG]. Students must satisfy two Awareness areas as well: Cultural Diversity in the U.S. and either Global Awareness or Historical Awareness. In addition, the AGEC-A and AGEC-B require a Computer/Statistics/Quantitative Applications course [CS] that is not required for students pursuing the AGEC-S.

Purpose of the AGECs

AGECs were designed to articulate with different academic majors at the state universities, 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, and 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/tools/.

1. The **AGEC-A** is designed to satisfy General Education 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 (ABUS-GR, ABUS-SR). 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 (8) credits of either university chemistry, university physics, general biology for majors, or physical and historical geology to satisfy the Natural Sciences [SQ/SG] requirement. In addition, students must select six (6)- to ten (10) additional credits of Subject Options composed 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* (for AGEC-A and AGEC-B) and 36 credit hours* (for AGEC-S) in courses numbered 100 and above that have been approved for one or more AGEC designations; a minimum of 12 of those credits must be completed at one or any combination of the MCCCD colleges. See First Year Composition [FYC] notes in the following AGEC descriptions and footer for credit minimum exceptions.*
- All MCCCD courses applied to the AGEC must be completed with a grade of "C" or better.
- All MCCCD courses applied to the AGEC must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UAZ according to the Course Equivalency Guide for the academic year in which the course was taken. Courses approved for transfer exclusively toward the Bachelor of Applied Science are ineligible for inclusion in the AGEC.
- A single course can simultaneously count toward one or more Awareness Areas and other AGEC requirements. For example, an approved course in world geography may 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 requirement, with the exception of Awareness Areas. 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 as detailed below for the AGEC-S, a single course cannot be used to satisfy more than one AGEC core requirement other than Awareness Areas. For example, for AGEC-A and AGEC-B, a single course cannot be used to satisfy both [HU] and [SB], but it could be used to meet [HU] and [C], [G] and/or [H].

- Awareness Areas and MCCCD's Additional Requirements may also be shared with other AGEC Requirements. 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 completed with a grade of "C" (2.0 on a 4.0 scale) or better. 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) at https://aztransfer.com/tools/ 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 composed 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.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. A deficiency in an AGEC category due to quarter-hour or other credit system application must be recovered by additional credits to a total of 35 AGEC credits overall (or 32 credits overall if a student transfers in a single course from an Arizona public university that fulfills the First Year Composition requirement).
- Credit awarded at a Maricopa Community College through prior learning assessment in a non-traditional setting is transferable to other colleges in the MCCCD district but is not necessarily transferable to other colleges and universities outside of the MCCCD system. 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 2.0 for Arizona residents and 2.50 for non-residents (on a 4.0 scale) 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 on https://aztransfer.com/tools/ 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 requirements within each AGEC for a given academic year: AGEC matrix. AGEC designations are subject to change. It is important to verify a course's AGEC value in the semester it is taken. For convenience, this information is provided for the current and upcoming semester in the "Find a Class" tool on https://www.maricopa.edu/ and on each MCCCD college's website as well as in the AGEC matrix provided by **AZTransfer** at https://aztransfer.com/tools/.

Note that for students pursuing an associate degree with a specific emphasis (for example: Associate in Arts, Emphasis in History; Associate in Arts, Fine Arts, Emphasis in Theatre; Associate in Science, Emphasis in Physics), the AGEC course requirements are usually more prescriptive. Students pursuing a major-specific pathway should consult the Program (Degree) Search at curriculum.maricopa.edu (click on Current Programs) 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 (32 if [FYC] is met by single transfer course)*; courses applied to meet AGEC-A requirements vary by emphasis.

Refer to the program (Degree) Search at curriculum.maricopa.edu ((click on Current Programs) for specific course requirements. The Required Courses and/or Restricted Electives for some areas of Emphasis may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree. AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

A. First-Year Composition (FYC) 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

C. 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, MAT188) or higher [MA]-approved general education course.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

F. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

G. 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 credits. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Credits

Arizona General Education Curriculum--Business (AGEC-B) 35 (min)*

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course)*.

The Required Courses and/or Restricted Electives for corresponding Associate's degree may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree.

A. First-Year Composition (FYC) 6*

ENG101 **OR** ENG107 **AND** (3)*
ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

C. Mathematical Applications [MA] 3-5

MAT212 Brief Calculus **OR** (3)
MAT213 Brief Calculus **OR** (4)
Higher [MA] designated course (3-5)

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

CIS105 Survey of Computer Information Systems

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

F. Social-Behavioral Sciences [SB] 6

ECN211 Macroeconomics **AND**
ECN212 Microeconomics

G. 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 (4) credits. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Credits

Arizona General Education Curriculum--Science (AGEC-S) 36 (min)*

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course)*; courses applied to meet AGEC-S requirements vary by emphasis.

Refer to the program (Degree) Search at curriculum.maricopa.edu (click on Current Programs) for specific course requirements. The Required Courses and/or Restricted Electives for some areas of Emphasis may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree.

Some courses have been approved for more than one AGEC designation (see AGEC matrix). For the AGEC-S only, a single course with an [L] designation may be used to satisfy a second AGEC requirement (as well as any approved Awareness Areas). Only courses with [L] designations may be shared in this way.

A. First-Year Composition (FYC) 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 0-3**

Students pursuing AGEC-S and/or AS degree 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. The [L] course selected may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). Thus, a single [L] course could potentially meet another AGEC requirement as well as one or more Awareness areas.

C. 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.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

For more information regarding each of the three AGEC requirements, please view specific course information via the following website: https://www.maricopa.edu/degrees-certificates by clicking on the Degrees and Certificates A-Z tab.

D. Humanities, Arts and Design [HU] 6

A single course approved for both [L] and [HU] designations may be used to satisfy both requirements. This policy is unique to AGEC-S and to [L] courses. A course approved for both [HU] and [SB] can be counted for one or the other designation, not both. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Physical Geology: Dynamic Earth Lab

E. Social-Behavioral Sciences [SB] 6

A single course approved for both [L] and [SB] designations may be used to satisfy both requirements. This policy is unique to AGEC-S and to [L] courses. A course approved for both [SB] and [HU] can be counted for one or the other designation, not both. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

F. Natural Sciences [SQ/SG] 8-10

Students must complete eight (8) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult specific requirements of university transfer major or associate degree with corresponding emphasis for guidance.

[(CHM150 or CHM151) & CHM151LL] or CHM150AA or CHM151AA General Chemistry I **AND**
[CHM152 & CHM152LL] or CHM152AA General Chemistry II **OR**

PHY121 University Physics I: Mechanics **AND**
PHY131 University Physics II: Electricity and Magnetism ***OR***

BIO181 or BIO181XT General Biology (Majors) I **AND**
BIO182 or BIO182XT General Biology (Majors) II ***OR***

GLG101IN Physical Geology: Dynamic Earth or
GLG101 Physical Geology: Dynamic Earth Lecture and
GLG103 Physical Geology: Dynamic Earth Lab **AND**

GLG102IN Historical Geology: Primordial to Present or
GLG102 Historical Geology: Primordial to Present Lecture and
GLG104 Historical Geology: Primordial to Present Lab

G. Subject Options - Math/Science 6-10

Students should refer to transfer resources, including academic advisement, transfer guides and/or requirements for associate degree with corresponding area of emphasis, to select six (6)-ten (10) additional math and/or science credits that meet requirements for selected major.

This Math/Science requirement can be met by selecting Mathematics course(s) [MAT] that require Calculus I as a prerequisite and/or Computer Science course(s) [CSC] and/or additional Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

H. Awareness Areas: 0-6

The same courses may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements (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)

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**0 only if shared with [HU] or [SB]

Description of AGEC Designations

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, 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]

Social-Behavioral Sciences provide scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. This area of emphasis 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 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 the U.S. and either Global Awareness or Historical Awareness. Courses can satisfy other AGEC requirements and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas provided courses selected are approved for those designations (see AGEC matrix).

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 of European immigrants and their descendants, 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
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, 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 Arts, Elementary Education (AAEE); Associate in Arts, Fine Arts (AAFA); Associate in Business-General Requirements (ABUS-GR); Associate in Business-Special Requirements (ABUS-SR); and Associate in Science (AS). ***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 (see General Graduation Requirements Administrative Regulation 2.3.9). First Year Experience required (FYE101 or FYE103).
- Minimum semester credits for completion vary slightly by degree and specific emphasis (when applicable). 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 curriculum.maricopa.edu.

General Education Requirements:

- The AGEC requirements include a designated number of courses approved for each of the following areas:
    - 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]
    - Natural Sciences: Science Quantitative [SQ], Science General [SG]
    - Awareness Area: Cultural Diversity in the U.S. [C]
    - Awareness Area: 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 AA, AAEE, and AAFA degrees; AGEC-B for the ABUS-GR and ABUS-SR degrees; and AGEC-S for the AS degree. 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 one or more areas in the following. Awareness Areas of [C]; and/or [H]/[G] may be shared with AGEC requirements. MCCCD Additional Requirements e.g. Oral Communication and Critical Reading may be shared with other AGEC requirements. For example, CRE101 may be used to satisfy both the MCCCD Reading Requirement and [L] in the AGEC core. For some degree types, other lower division courses can be used to meet the degree requirements.
- 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 AGEC-S, a single course cannot be used to satisfy more than one AGEC core requirement, with the exception of Awareness Areas. For example, a course cannot be used to satisfy [HU] and [SB], but a course can be used to meet [HU] and [C], [G] and/or [H].
- 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.
- All MCCCD courses applied to the AGEC must be completed with a grade of "C" or better. All MCCCD courses applied to the AGEC must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UAZ according to the Course Equivalency Guide for the academic year in which the course was taken. Courses applied exclusively to the Bachelor of Applied Science are ineligible for inclusion in the AGEC.

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; Associate in Arts, Elementary Education; Associate in Arts, Fine Arts; and Associate in Science 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 transfer plan (group of courses) based on their intended transfer institution. However, not all transfer institutions are reflected in these recommendations. Therefore, students may instead meet the minimum number of Restricted Elective credits using a combination of courses from the transfer plans listed. Restricted Electives should be selected in consultation with an academic, faculty, or program advisor.
- 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.
- General Electives may need to be selected to meet the minimum total credits required for the degree. 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: https://aztransfer.com/tools/, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291-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. 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.
- External courses evaluated either as equivalent to an MCCCD course or as elective credit may be applied toward the minimum credits for degree completion.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on **Arizona 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 composed 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.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. A deficiency in an AGEC category due to quarter-hour or other credit system application must be recovered by additional credits to a total of 35 AGEC credits overall (or 32 credits overall if a student transfers in a single course from an Arizona public university that fulfills the First Year Composition requirement).
- Credit awarded at a Maricopa Community College through prior learning assessment 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/tools/** and/or university transfer guides can also provide some guidance. For appropriate course selection, students should consult with an academic advisor

**Credit minimums may be lower if students have transfer credit from ASU, NAU or UAZ for a single course that meets First Year Composition in full. See notes on individual degree policies.*

Bachelor of Arts (BA) Degree

Description

The Maricopa County Community College District Bachelor of Arts (BA) degree requires a minimum of 120 semester credits for the program of study; minimum total credits vary by specific major. 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 course grades of C or higher are required to earn the degree.

The Bachelor of Arts degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses
III. Restricted Electives
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Bachelor of Arts (BA) degree is an undergraduate college degree that requires students to complete a core of general education courses and then focus remaining coursework on a core and electives in a major such as fine arts and humanities, business, or education. The Bachelor of Arts degree prepares students to continue their education at the graduate level, complete requirements for disciplinary certification, and/or pursue a wide variety of careers.

Degree Requirements

The requirements for the Bachelor of Arts (BA) follow. No versions of the Bachelor of Arts require fewer than a minimum of 120 credits; however, minimum credits for a BA may vary by specific major. Additionally, a minimum of 30 credits of coursework must be completed at the upper-division (300/400 level). Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major. Industry-recognized credentials can be counted as general electives.

The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec. 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 for the Bachelor of Arts degree vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.

II. Required Courses — Number varies

Students must complete FYE 101 (1) or FYE 103 (3) (See General Graduation Requirements Administrative Regulation 2.3.9). When selecting courses, please choose those that are required for your specific major. For detailed information on specific courses and the minimum credit requirements for each major, refer to the Program (Degree) Search available at curriculum.maricopa.edu.

III. Restricted Electives — Number varies

Restricted electives for the Bachelor of Arts degree vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.

IV. Arizona General Education Curriculum-Arts (AGEC-A) — up to 44

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)*. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements but are only counted once toward the total credits for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits (fewer than 32 if FYC is met by single transfer course)* as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-A requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. 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 other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

See **AGEC matrix** for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

May be met by CRE101 among other courses.

C. 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 precalculus (MAT187, MAT188) or higher [MA]-approved general education course.

D. Computer/Statistics/Quantitative Applications [CS] 3

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline

F. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

G. 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.

H. Awareness Areas: 0-6

Courses may be used to satisfy other AGEC requirements 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 0-3

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) **OR**

COM263 [SB], [C], [G] Elements of Intercultural Communication (3 credits)

VI. General Electives Number varies

Select courses 100-level or higher if needed to complete a minimum of 120 semester credits. Ideally, students should select courses that meet requirements for their major/area of interest and graduate-level transfer institution.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC). For appropriate course selection, students should consult with an academic advisor.

Bachelors of Arts Total Credits: 120**

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**The minimum requirement is 120 semester credits; however, the specific number of credits needed for a BA degree may vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major.

Bachelor of Science (BS) Degree

Description

The Maricopa County Community College District Bachelor of Science (BS) degree requires a minimum of 120 semester credits for the program of study; minimum total credits vary by specific major. 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 course grades of C or higher are required to earn the degree.

The Bachelor of Science degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses
III. Restricted Electives
IV. Arizona General Education Curriculum for Arts (AGEC-A) OR Arizona General Education Curriculum for Science (AGEC-S) (refer to the Program (Degree) Search at curriculum.maricopa.edu for the specific AGEC requirements by major)
V. MCCCD Additional Requirements (Oral Communication)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Bachelor of Science (BS) is an undergraduate college degree that requires students to complete a core of general education courses and then includes remaining coursework on requirements and electives that have an emphasis on math and science. The Bachelor of Science prepares students to continue their education in pursuit of a graduate degree, complete requirements for disciplinary certification, and/or pursue careers in a variety of fields.

Degree Requirements

The requirements for the Bachelor of Science (BS) follow. No versions of the Bachelor of Science require fewer than a minimum of 120 credits; however, minimum credits for a BS may vary by specific major. Additionally, a minimum of 30 credits of coursework must be completed at the upper-division (300/400 level). Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major. Industry-recognized credentials can be counted as general electives.

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 the student's Bachelor of Science degree.

The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A, AGEC-S, and the AGEC matrix at https://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 for the Bachelor of Science degree vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.

II. Required Courses — Number varies

Students must complete FYE 101 (1) or FYE 103 (3) (See General Graduation Requirements Administrative Regulation 2.3.9). When selecting courses, please choose those that are required for your specific major. For detailed information on specific courses and the minimum credit requirements for each major, refer to the Program (Degree) Search available at curriculum.maricopa.edu.

III. Restricted Electives — Number varies

Restricted electives for the Bachelor of Science degree vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.

IV. Arizona General Education Curriculum-Arts (AGEC-A) — up to 44

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)*. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements but are only counted once toward the total credits for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits (fewer than 32 if FYC is met by single transfer course)* as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-A requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. 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 other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use 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.)

C. 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 precalculus (MAT187, MAT188) or higher [MA]-approved general education course.

D. Computer/Statistics/Quantitative Applications [CS] 3

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline

F. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

G. 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.

H. Awareness Areas: 0-6

Courses may be used to satisfy other AGEC requirements 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)

OR

IV. Arizona General Education Curriculum-Science (AGEC-S) up to 56

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course)*. 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 (33 if FYC is met by single transfer course)* as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-S requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. 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 other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

Special Academic Policies that Govern the AGEC-S

- 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.

  See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use 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.)

C. 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.

D. 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.)

E. 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.)

F. Natural Sciences [SQ/SG] 8

Students must complete eight (8) to ten (10) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult with an academic advisor for specific requirements of university transfer majors for guidance.

[(CHM150 **OR** CHM151) & CHM151LL] **OR** CHM150AA or CHM151AA General Chemistry I **AND**
[CHM152 **AND** CHM152LL] **OR** CHM152AA General Chemistry II **OR** PHY121 University Physics I: Mechanics **AND**
PHY131 University Physics II: Electricity and Magnetism

OR

BIO181 **OR** BIO181XT General Biology (Majors) I **AND** BIO182 **OR** BIO182XT General Biology (Majors) II **OR**

GLG101IN Physical Geology: Dynamic Earth **OR** GLG101 Physical Geology: Dynamic Earth Lecture **AND** GLG103 Physical Geology: Dynamic Earth Lab **AND**

GLG102IN Historical Geology: Primordial to Present **OR** GLG102 Historical Geology: Primordial to Present Lecture **AND** GLG104 Historical Geology: Primordial to Present Lab

G. Subject Options - Math/Science 8-10

Select six (6)- ten (10) additional math and/or science credits that meet requirements for the 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, CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY).

H. Awareness Areas: 6-10

Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC Matrix for current course values.)

1. Cultural Diversity in the United States [C]
2. Global Awareness [G] **OR**
   Historical Awareness [H] (0-6)

V. MCCCD Additional Requirements 0-3

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) **OR**

COM263 [SB], [C], [G] Elements of Intercultural Communication (3 credits)

VI. General Electives Number varies

Select courses 100-level or higher if needed to complete a minimum of 120 semester credits. Ideally, students should select courses that meet requirements for their major/area of interest and graduate-level transfer institution.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC). For appropriate course selection, students should consult with an academic advisor.

Bachelor of Science Total Credits: 120**

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**(0 only if shared with HU or SB)

**The minimum requirement is 120 semester credits; however, the specific number of credits needed for a BS degree may vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major.

Associate in Arts (AA) Degree

Description

The Maricopa County Community College District Associate in Arts (AA) degree requires a minimum of 60 semester credits for the program of study; minimum total credits vary by specific emphasis (for example, Associate in Arts, Emphasis in Psychology). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for credit minimums. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AA degree is governed by the MCCCD General Academic Policies for Degrees Designed for University Transfer.

The Associate in Arts degree includes the following components:

I. Program Prerequisites (as specified by emphasis area)
II. Required Courses
III. Restricted Electives (as specified by area of emphasis)
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 (AA) 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 (AA) will apply to general university graduation requirements of the majors that align with the AA 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 AA with majors at the Arizona public universities can be accessed via the following website: https://aztransfer.com/tools/.

Degree Requirements

The requirements for the Associate in Arts (AA) follow. The AA degree requires at least 60 credits; however, minimum credits for the AA vary for a specific area of emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis and credit minimums; review course sequence at maricopa.edu/degrees-certificates#programs. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix**.** Industry-recognized credentials can be counted as general electives.

Requirements ***Credits***

I. Program Prerequisites — Number varies

Program prerequisites for the AA degree vary by specific emphasis, and are neither required for all emphases nor for the AA degree without a specific emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis and credit minimums.

II. Required Courses — Number varies

Students must complete FYE101 (1) OR FYE103 (3) (see General Graduation Requirements Administrative Regulation 2.3.9) and select the required courses for the specific AA degree emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums.

III. Restricted Electives — Number varies

Restricted electives for the AA degree vary by specific emphasis and are not required for the general AA degree without a specific emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums.

IV. Arizona General Education Curriculum-Arts (AGEC-A) — up to 44

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)*. Courses applied to meet AGEC-A requirements vary by emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis and credit minimums.

Any prerequisite/required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

C. 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 precalculus (MAT187, MAT188) or higher [MA]-approved general education course.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline

F. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

G. 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 (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credits. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR**
   Historical Awareness [H] (0-3)

May be met by [HU] and/or [SB] course depending on specific course(s) selected. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

V. MCCCD Additional Requirements 0-6

As noted below, courses in this area may also be applied towards AGEC-A 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)

B. Critical Reading (0-3)

CRE101 [L] Critical Reading **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. MCCCD has established recommended courses and sequencing to align with various "Emphasis Areas" in one of nine different "Fields of Interest." See https://www.maricopa.edu/degrees-certificates for links to these transfer pathways.

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: https://aztransfer.com/tools/, maricopa.edu/degrees-certificates/transfer/pathways-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**

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**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 information.

Associate in Arts, Elementary Education (AA-EE) Degree

Description

The Maricopa County Community College District Associate in Arts, Elementary Education (AAEE) degree requires a minimum of 60 semester credits for the program of study. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better in all courses are required to earn the degree. The AAEE degree is governed by the MCCCD General Academic Policies for Transfer Degrees. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding 8101 AAEE. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AA degree is governed by the MCCCD General Academic Policies for Degrees Designed for University Transfer.

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 Associate in Arts, Elementary Education (AAEE) degree 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. The AAEE is also embedded within the Bachelor of Arts, Elementary Education and Special Education (BAEE/SPED) offered by the Maricopa Community Colleges.

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 and the AGEC matrix report at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec. 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. Course sequence is available at maricopa.edu/degrees-certificates#programs.

Requirements		*Credits*
I. Required Courses		**14-20**
EDU221	Introduction to Education	(3)
EDU222	Introducation to the Exceptional Learner	(3)
EDU230	Cultural Diversity in Education	(3)
FYE101 **or** FYE103	Introduction/Exploration To College, Career and Personal Success	(1-3)
MAT256	Investigating Quantity: Number, Operations, and Numeration Systems	(4)
MAT257	Investigating Geometry, Probability, and Statistics	(0-4)
II. Restricted Electives		**8**

A total of eight (8) semester credits is required to satisfy the Arizona Professional Teacher Standards: three (3) credits in an additional Education (EDU) course and five (5) credits in Content Area Electives.

Courses must transfer to all public Arizona universities as elective credit, departmental elective, or equivalent to a university course as indicated in the **Arizona Course Equivalency Guide** (https://aztransfer.com/tools/) 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 (1) additional EDU course (other than EDU221, EDU222, EDU230 or EDU250)

Recommended: (3)
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 five (5) credits of additional coursework. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses.

Content Area Electives: (5)
Select a total of five (5) credits from the following options:
ARH+++ Any ARH Art Humanities course(s)
ART+++ Any ART Art course(s)
BPC+++ Any BPC Business-Personal Computers course(s)
CFS/ECH176 Child Development
CFS205 Human Development
CIS+++ Any CIS Computer Information Systems course(s)

ECN+++ Any ECN Economics course(s)
EDU+++ Any EDU Education course(s) (except EDU221, EDU222, EDU230, and EDU250)
EED215 Early Learning: Health, Safety, Nutrition and Fitness **OR**
CFS123 Health and Nutrition in Early Childhood Settings **AND**
CFS125 Safety in Early Childhood Settings
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 (32 if FYC is met by single transfer course)*;

AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 OR ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

COM225 Public Speaking

C. 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 precalculus (MAT187, MAT188) or higher approved general education course in the Mathematical Applications [MA] area for which MAT15+ is a prerequisite. (Note that MAT182, MAT206, MAT256, MAT257 do NOT meet this requirement).

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications **OR**
CIS105 Survey of Computer Information Systems **OR**
EDU/EED115 Digital Literacy for Teaching and Learning in Education
EDU/EED115 recommended.

E. Humanities, Arts and Design [HU] 6

Note that some of these courses also have Awareness Areas designations and can be used to satisfy [G] and/or [H] requirement as well as [HU]. (AGEC designations are subject to change. See AGEC matrix or 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 (Recommended) **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: Early Civilizations to the Renaissance **OR**
HUM251 Ideas and Values in the Humanities: Renaissance to the Contemporary World

F. Social-Behavioral Sciences [SB] 6

Note that some of these courses also have Awareness Areas designations and can be used to satisfy [G] and/or [H] requirement as well as [SB]. (AGEC designations are subject to change. See AGEC matrix or 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**
GCU121WG World Geography: People, Places, and Culture **OR**
HIS104 United States History 1865 to Present **OR**
PSY101 Introduction to Psychology
(CFS/ECH176 recommended)

G. 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 or SG in Biology (BIO) (4)

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.

H. 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

A. Oral Communication (0)

Met by COM225 that is required to satisfy AGEC-A Literacy and Critical Inquiry [L]

B. Critical Reading (0-3)

CRE101 [L] Critical Reading and Critical Thinking **OR** equivalent as indicated by assessment

Associate in Arts Elementary Education Total Credits: 60-64***

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**State certification requirements include courses on the constitutions of the U.S. 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 (AAFA) degree requires a minimum of 60 semester credits for the program of study; however, minimum total credits for the AAFA vary by specific emphasis. Students must select one of the emphasis areas: Art, Dance, Music, Musical Theatre, or Theatre. If an emphasis area is not selected, this program is not eligible for Title IV Federal Financial Aid. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AAFA degree is governed by the MCCCD General Academic Policies for associate degrees designed for university transfer.

The Associate in Arts, Fine Arts degree includes the following components:

I. Program Prerequisites (as specified by emphasis area)
II. Required Courses (as specified by emphasis area)
III. Restricted Electives (as specified by emphasis area)
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; program admission may have an additional emphasis-specific portfolio or performance requirements.

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/tools/.

Degree Requirements

The requirements for the Associate in Arts, Fine Arts (AAFA) follow. The Associate in Arts, Fine Arts degree requires at least 60 credits; however, minimum total credits for the AAFA vary by specific emphasis (Art, Dance, Music, Musical Theatre, or Theatre). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums; review course sequence at maricopa.edu/degrees-certificates. 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. Industry-recognized credentials can be counted as general electives.

Requirements ***Credits***

I. Required Courses — Number varies

Students must complete FYE101 or FYE103 (see General Graduation Requirements Administrative Regulation 2.3.9) and the required (major-specific) courses listed in the Associate in Arts Fine Arts degree Required Courses area for the specific emphasis (Art, Dance, Music, Musical Theatre, or Theatre). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis.

II. Restricted Electives — Number varies

Restricted electives for the Associate in Arts, Fine Arts degree vary by specific emphasis: (Art, Dance, Music, Musical Theatre, or Theatre). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis.

III. Arizona General Education Curriculum-Arts (AGEC-A) up to 44

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)*. However, depending on courses selected, it may take as many as 44 credits to satisfy all the General Education criteria. Any required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Some of the courses may have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

C. 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 higher [MA]-approved general education course.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

E. Humanities, Arts and Design [HU] 6

F. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline.

G. 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.

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR**
   Historical Awareness [H] (0-3)

   May be met by [HU] and/or [SB] course(s) 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 0-6

As noted below, courses in this area may also be applied toward AGEC-A requirements.

A. Oral Communication (0-3)

Refer to emphasis area (Art, Dance, Music, Musical Theatre, or Theatre) *for specific COM course required from the following list:*

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)

CRE101 [L] Critical Reading and Critical Thinking **OR**
equivalent as indicated by assessment

V. 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. MCCCD has established recommended courses and sequencing to align with the Fine Arts Emphasis Areas. See maricopa.edu/degrees-certificates for links to these transfer pathways.

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: https://aztransfer.com/tools/, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**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 information.

Notes

Associate in Science (AS) Degree

Description

The Maricopa County Community College District Associate in Science (AS) degree requires a minimum of 60 semester credits for the program of study; minimum total credits vary by specific emphasis (for example, Associate in Science, Emphasis in Physics). Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for credit minimums. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AS degree is governed by the MCCCD General Academic Policies for Degrees Designed for University Transfer.

The Associate in Science degree includes the following components:

I. Program Prerequisites (as specified by emphasis area)
II. Required Courses
III. Restricted Electives (as specified by emphasis area)
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 (AS) 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. It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

In most cases, courses used to satisfy the MCCCD Associate in Science (AS) will apply to general university graduation requirements of the majors that align with the AS 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 AS with majors at the Arizona public universities can be accessed via the following website: https://aztransfer.com/tools/.

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 the 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 for the AGEC-S. The credits for such a "shared" course are only counted once toward the required minimum for the degree.

Degree Requirements

The requirements for the Associate in Science (AS) follow. The AS degree requires at least 60 credits; however, minimum credits for the AS may vary for a specific area of emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis and credit minimums. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-S and the AGEC Matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec. Industry-recognized credentials can be counted as general electives.

Requirements ***Credits***

I. Program Prerequisites — Number varies

Program prerequisites for the AS degree vary by specific emphasis, and are neither required for all emphases nor for the general AS degree without a specific emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

II. Required Courses — Number varies

Students must complete FYE101 (1) or FYE103 (3) (see General Graduation Requirements Administrative Regulation 2.3.9) and select the required courses for the specific AS degree emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

III. Restricted Electives — Number varies

Restricted electives for the AS degree vary by specific emphasis and are not required for the general AS degree without a specific emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

IV. Arizona General Education Curriculum-Science (AGEC-S) up to 56

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course)*. Courses applied to meet AGEC-A requirements vary by emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

Any prerequisite/required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 (3)*
AND ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 0-3**

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 at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.)

C. Mathematical Applications [MA] 4-5

The AGEC-S requires the first semester of a calculus sequence designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a prerequisite.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. 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 [HU] 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 at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

E. 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 [SB] 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 at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.)

F. Natural Sciences [SQ/SG] 8-10

Students must complete eight (8) to ten (10) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult specific requirements of university transfer major for guidance or refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis.

[(CHM150 or CHM151) & CHM151LL] or CHM150AA or CHM151AA General Chemistry I
AND
[CHM152 & CHM152LL] or CHM152AA General Chemistry II

OR

PHY121 University Physics I: Mechanics
AND
PHY131 University Physics II: Electricity and Magnetism

OR

BIO181 or BIO181XT General Biology (Majors) I **AND**
BIO182 or BIO182XT General Biology (Majors) II

OR

GLG101IN Physical Geology: Dynamic Earth or
GLG101 Physical Geology: Dynamic Earth Lecture and
GLG103 Physical Geology: Dynamic Earth Lab

AND

GLG102IN Historical Geology: Primordial to Present or
GLG102 IHistorical Geology: Primordial to Present Lecture and
GLG104 Historical Geology: Primordial to Present Lab

G. Subject Options - Math/Science 6-10

Students should 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 the selected major.

This Math/Science requirement can be met by selecting Mathematics course(s) (MAT) that require Calculus I as a prerequisite and/or Computer Science course(s) (CSC) and/or additional Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO, CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.

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

Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for course designations.

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)

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. MCCCD has established recommended courses and sequencing to align with various "Emphasis Areas" in one of nine different "Fields of Interest." See maricopa.edu/degrees-certificates for links to these transfer pathways.

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: https://aztransfer.com/tools/, maricopa.edu/degrees-certificates/transfer/pathways-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***

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**(0 only if shared with HU or 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 information.

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 (4.0 scale) and grades of C or better are required in all courses to earn the degree. The Associate in Business-General Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

This degree provides the first two years of a four-year curriculum for students who wish to transfer to a university and pursue a bachelor's degree in business. For a comprehensive list of bachelor's degrees at Arizona's public universities, refer to the AZTransfer Business Matrix. 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 ABUS-GR degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

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.)

Degree Requirements

The courses required for the Associate in Business General Requirements follow. The following websites identify the courses that apply to the different General Education Areas: AGEC-B 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 or on each MCCCD college's website.

Requirements ***Credits***

I. Required Courses 22-28

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 requirement. 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)
FYE101 OR FYE103 Introduction To College, Career And Personal Success. (1-3)
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 transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 or MAT218.

Students planning to transfer to ASU`s W.P. Carey School of Business BA program may take GBS220, MAT217, or MAT218.

Students planning to transfer to the University of Arizona should take GBS220.

II. Restricted Electives 0-6

Complete six (6) credits from the following options. Some courses may be used to satisfy both Restricted Elective and Arizona General Education Curriculum (AGEC) requirements simultaneously. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

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)
GBS151	Introduction to Business (Recommended)	(3)
GBS220	Quantitative Methods in Business	(3)
GBS233	Business Communication	(3)
IBS101	Introduction to International Business	(3)
MGT253	Owning and Operating a Small Business	(3)
MKT271	Principles of Marketing	(3)
PAD100	21st Century Public Policy and Service	(3)
REA179	Real Estate Principles I	(3)
REA180	Real Estate Principles II	(3)
REA201	Real Estate Principles I and II	(6)
SBU200	Society and Business	(3)

III. Arizona General Education Curriculum-Business (AGEC-B) 29-37*

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by a single transfer course).* Any Required and Restricted elective course(s) that also have one or more AGEC designation(s) may be used to meet AGEC-B requirements. Credits for such shared courses only count once toward the total for the degree.

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 other AGEC requirements, Required Course(s), or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change. See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107	(3)*
AND ENG102 **OR** ENG108	(3)*

B. Literacy and Critical Inquiry [L] (0-3)

May Be Met By GBS233 in the Restricted Electives Area

C. Mathematical Applications [MA] 3-5

MAT212 Brief Calculus **OR**	(3)
MAT213 Brief Calculus **OR**	(4)
Higher General Education Courses in the Mathematical Applications [MA] Area	(3-5)

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

CIS105 Survey of Computer Information Systems

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

F. Social-Behavioral Sciences [SB] 0

Met by ECN211 **AND** ECN212 in Required Courses

G. 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 (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

Students transferring to ASU to major in business should complete courses from the following list (up to the 64 credit transfer maximum) to meet W.P. Carey School of Business requirements. If students do not take these prior to transfer, they may need to take additional credits to meet ASU graduation requirements:

- Any course that transfers to ASU in the SOC prefix and carries the [SB] designation
- Any course that transfers to ASU in the PSY prefix and carries the [SB] designation
- One of the following courses in Oral Communication (COM)

  COM100 Introduction to Human Communication (3) **OR**

  COM225 Public Speaking (3) **OR**

  COM230 Small Group Communication (3) **OR**

  COM259 Communication in Business and Professions (3)

  Note: COM requirements vary by business major. Check ASU's MyPath2ASU or major map for acceptable options.

IV. General Electives

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. MCCCD has established recommended courses and sequencing for the various associate's degrees.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HIS ELC for a history elective), or general electives (GEN ELC) that are numbered 100 level or higher, and completed with a grade of "C" or better, 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: https://aztransfer.com/tools/, 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**

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**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 information.

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 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The Associate in Business-Special Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

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 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 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 ABUS-SR degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

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.)

Degree Requirements

The courses 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 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 or on each MCCCD college's website.

Requirements	*Credits*
I. Required Courses	**28-34**

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 requirement. 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)
FYE101 **OR** FYE103 Introduction To College, Career And Personal Success. (1-3)
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 transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 or MAT218.

Students planning to transfer to ASU`s W.P. Carey School of Business BA program may take GBS220, MAT217, or MAT218.

Students planning to transfer to the University of Arizona should take GBS220.

II. Arizona General Education Curriculum-Business (AGEC B) 29-37*

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course)* Any Required and Restricted elective course(s) that also have one or more AGEC designation(s) may be used to meet AGEC-B requirements. Credits for such shared courses only count once toward the total for the degree.

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 other AGEC requirements or Required Course(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC] 6*

ENG101 **OR** ENG107 **AND** (3)*
ENG102 **OR** ENG108 (3)*

B. Literacy and Critical Inquiry [L] 3

C. Mathematical Applications [MA] 3-5

MAT212 Brief Calculus **OR** **(3)**
MAT213 Brief Calculus **OR** **(4)**
Higher General Education Courses in the Mathematical Applications [MA] Area (3-5)

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS] 3

CIS105 Survey of Computer Information Systems

E. Humanities, Arts and Design [HU] 6

Students are encouraged to choose course work from more than one discipline.

F. Social-Behavioral Sciences [SB] 0

Met by ECN211 AND ECN212 in Required Courses

G. 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 (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas: 0-6

The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C] (0-3)
2. Global Awareness [G] **OR** Historical Awareness [H] (0-3)

Students transferring to ASU to major in business should complete courses from the following list (up to the 64 credit transfer maximum) to meet W.P. Carey School of Business requirements. If students do not take these prior to transfer, they may need to take additional credits to meet ASU graduation requirements:

- Any course that transfers to ASU in the SOC prefix and carries the [SB] designation
- Any course that transfers to ASU in the PSY prefix and carries the [SB] designation
- One of the following courses in Oral Communication (COM)

  COM100 Introduction to Human Communication (3) **OR**

  COM225 Public Speaking (3) **OR**

  COM230 Small Group Communication (3) **OR**

  COM259 Communication in Business and Professions (3)

  Note: COM requirements vary by business major. Check ASU's MyPath2ASU or major map for acceptable options.

IV. General Electives

Select courses 100-level or higher if needed to complete a minimum of 62 semester credits 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 MCCCD has established recommended courses and sequencing for the various associate's degrees. See maricopa.edu/degrees-certificates/business-entrepreneurialism-management/associate-business-special-requirements-8800-abus-sr for ABUS-SR course sequence.

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 better, 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: https://aztransfer.com/tools/, 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**

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**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 information.

Associate in General Studies (AGS) Degree and General Education Requirements

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. **Required Courses** (1-3 credits)
First Year Experience (all courses completed with a grade of "C" or better)

II. **General Education** (minimum of 35 credits)
Core Areas (all courses completed with a grade of "C" or better)
- First-Year Composition
- Mathematics
- Computer Usage
- Oral Communication
- Critical Reading

Distribution Areas (all courses completed with a grade of "D" or better)
- Humanities, Arts and Design
- Social-Behavioral Sciences
- Natural Sciences
- Literacy and Critical Inquiry

III. **General Electives** (enough additional courses numbered 100 or above, completed 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 degree allows students to apply any course numbered 100 or above, including some that are not transferable to the Arizona public universities and may not be transferable to other universities, toward the credits required for the degree. Therefore, for students who intend to transfer to another college or university to pursue a bachelor's degree, this degree may be less appropriate than other associate degrees offered by the Maricopa Community Colleges: Associate in Arts (AA); Associate in Arts, Elementary Education (AAEE); Associate in Arts, Fine Arts (AAFA); Associate in Business-General Requirements (ABUS-GR); Associate in Business-Special Requirements (ABUS-SR); Associate in Science (AS); and all emphases of these degrees.

Academic Policies that Govern the Associate in General Studies Degree:

- The graduation policies within the general catalog must be satisfied (see General Graduation Requirements Administrative Regulation 2.3.9). First Year Experience is required (FYE101 or FYE103).
- 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 of the 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 completed with 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.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. The recovery of a deficiency in a requirement (Prerequisites, Required Courses, Restricted Electives, or General Education) category due to a quarter-hour or other credit system application will be determined by the college.
- Completion of the AGS with a minimum Grade Point Average (on a 4.0 scale) of at least 2.0 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 bachelor's 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 categories is described following the outline.

I. Required Courses 1-3

FYE101 Introduction to College, Career and Personal Success (1) **OR**

FYE103 Exploration of College, Career and Personal Success (3)

II. MCCCD General Education 35-48*

Core Areas 13-19

1. First-Year Composition 6*

ENG101 **OR** ENG107 **AND** (3)*
ENG102 **OR** ENG108 (3)*

2. Mathematics 3-6

3. Computer Usage 1

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 (3 credits) **OR**

COM110AA & COM110AB & COM110AC (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. If COM100, COM110, or COM230 is shared between the AGS' Core and Distribution areas, the Social-Behavioral Sciences requirements for the degree may be met with just 6 additional credits in this area (see Academic Policies section on prior page). The credits for the shared COM course are only counted once, but they may be applied to meet both 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

The Literacy and Critical Inquiry requirement may be met by CRE101 (which also satisfies Critical Reading) or COM225 (which also satisfies Oral Communication) with a grade of "C" or better. The credits for shared courses are only counted once, but may be applied to meet both a Core (see course list above) and a Distribution Area requirement.

Alternatively, the Literacy and Critical Inquiry requirement may be met with a grade of "D" or better by selecting an additional 3 credits from the list of approved options. Industry-recognized credentials can be counted as general electives.

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

*First-Year Composition may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

All courses listed meet AGS requirements as specified. Courses in *Purple Italic Underline* also meet Arizona General Education Curriculum (AGEC) requirements.

AGEC designations are subject to change. See AGEC matrix at aztransfer.com/tools/ for each course's value(s) in the semester it is taken.

Courses in **bold print and underscored** simultaneously count towards a Core Area and a Distribution requirement.

AGS 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 (0-3 credits)

CRE Critical Reading ***101*** or Equivalent as indicated by assessment

Mathematics (3-6 credits)

MAT Mathematics 112, 114, 115, 120, 121, 122, 126, *140, 141, 142, 145, 146, 150, 150 & 182, 151, 151&182, 152, 152&182, 155, 155&182, 156, 156&182, 172, 187, 188,* 206, *212, 213,* 217, 218, *220, 221, 225, 227, 230, 231, 240, 241,* 256, 257, *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
ABS Applied Biological Sciences *283*
AJS Administration of Justice Studies 205
ARC Architecture 243, 244, 245
AVC Art and Visual Communication 100, 169, 170, 173, 175, 177, 179, any 180++ course, 183, 283, 289
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, 217AM, 259)
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,* (and except 200, 200AA, 200AB, 210, 210AA, 210AB)
CTR Court Reporting 101, 102
DFT Drafting Technology *105AA***, 254AA, ***Must be taken with CSC100AA or AB to meet AGEC value*
EDU Education *115*
EED Early Education *115*
EEE Electrical Engineering *120*
ELE Electronic 131, 181, 241, 243, 245
ELT Electronic Technology 131, 243
ENG English 100AE
FON Food & Nutrition 100
GBS General Business *221*
GIS Geographic Information Science *205, 211*
JRN Journalism 133
LAS Paralegal Studies 229
MAT Mathematics *206*
MTC Music Theory/Composition *180*
MUC Music: Commercial/Business 180, 191
NET Networking Technology 181
OAS Office Automation Systems 111AA
PSY Psychology *230, 230WL*
SWU Social Work *225*

AGS General Education Distribution Areas

(28-29 credits – grade of "D" or better)

Humanities, Arts and Design (9 credits)

Students are encouraged to choose courses from more than one discipline.

AFR African American Studies *203*
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, 145, 201, 202, 203, 204, 217,* 216, 240, 250
ART Art *131*
ASB Anthropology *211, 214, 220, 222, 223, 253*
AVC Art and Visual Communication *150*
CCS Chicana and Chicano Studies *101*
COM Communication *150, 241*
CON Construction *101*
DAH Dance Humanities *100, 201, 250, 255*
ECE Engineering Science *150*
EDU Education *230, 291, 292, 294*
EED Early Education *225*
ENG English *200, 213, 218*

ENH	English Humanities Any ENH Course(s), including 110, 111, 112, 113, 114, 117, 130, 140AA, 190, 201, 202, 204, 206, 214, 220, 221, 222, 230, 231, 232, 235, 241, 242, 245, 251, 253, 254, 255, 256, 259, 260, 275, 277, 277AE, 277AG, 277AA-AK, 280, 284, 285, 291, 294, 295
FMT	Film, Media, and Theatre 107
FRE	French 265
GST	Game Studies 202
HCR	Health Care Related 210
HIS	History 101, 102, 103, 108, 110, 111, 113, 114, 203, 212, 251, 252
HON	Honors 190
HUM	Humanities Any HUM course(s), including 100, 101, 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, 235, 245, 250, 251, 260, 261, 292, 295 (and except 120, 225)
INT	Interior Design 115, 120
JPH	Japanese Humanities 245
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, 103, 104, 105, 201, 212, 213, 214, 216, 218, 224, 234, 244, 245, 251
QST	Queer Studies 200, 210
REL	Religious Studies Any REL Course(s), 100, 101, 151, 200, 201, 202, 203, 205, 206, 207, 210, 211, 212, 213, 214, 218, 223, 225, 230, 240, 244, 245, 248, 250, 251, 270, 271, 277, 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, 295
SWU	Social Work 183
TEC	Textiles and Clothing 105, 125
THE	Theater 111, 220
THF	Theatre and Film 205, 206, 210
THP	Theater/Performance/Production 217, 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, 270
ASB	Anthropology 100, 102, 202, 211, 222, 223, 226, 230, 235, 252
ASM	Anthropology 104, 275
BHS	Behavioral Health Services Technology 150, 155, 175, 210
CAP	Counseling and Applied Psychology 120
CCS	Chicana and Chicano Studies 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
CPD	Counseling and Personal Development 102AH, 180
ECH	Early Childhood Education 176
ECN	Economics 160, 211, 212, 213, 250
EDU	Education 221, 222
EED	Early Education 205, 222
EMT	Emergency Medical Technology 258
ENG	English 213
FSC	Fire Science Technology 258
GCU	Cultural Geography 102, 113, 121WG, 141, 221
HES	Health Science 100, 120
HIS	History any HIS Course(s), including 100, 101, 102, 103, 104, 105, 106, 108, 109, 113, 114, 140, 145, 190, 201, 203, 204, 209, 240, 241, 242, 273, 277, (and except 111, 170, 173, 251, 252)
HON	Honors 201
HUM	Humanities 235
IBS	International Business 109
IFS	Information Studies 201, 210, 213
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, 221, 222, 223, 281AB, 282AA-AC, 285
PSY	Psychology 101, 123, 132, 156, 157, 215, 218, 225, 235, 240, 241, 243, 250, 260, 262, 266, 277, 280, 292
QST	Queer Studies 200, 210
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 *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*, *116*, *145*, 149AK, 149AL, 149AM, 149AN, *156*, *156XT*, *160*, *181*, *181XT*, *182*, *182XT*, *201*, *201XT*, *202*, *205*
CHM	Chemistry *107&107LL*, *130&130LL*, *130AA*, *140AA*, *150&151LL*, *150AA*, *151&151LL*, *151AA*, *152&152LL*, *152AA*, *230AA*, *230&230LL*
CON	Construction *106*
ENV	Environmental Sciences *101*
FON	Food and Nutrition *241&241LL*
FOR	Forensic Science *105*, *106*
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*, *115*, *120*
PHY	Physics *101*, *111*, *112*, *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 203, *213*
CAP	Counseling and Applied Psychology *260*
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 *220*, *282AC*
ENG	English *111*, *200*, *215*, *216*, *217*, *218*
ENH	English Humanities *241*, *253*, *254*, *255*, *277AE*, *277AG*
EXS	Exercise Science *290*
FON	Food and Nutrition *225*
GBS	General Business *233*
GPH	Physical Geography *267*
HUM	Humanities *212*, *225*, *235*, *250*, *251*
IFS	Information Studies *201*
JRN	Journalism *201*, *234*
MCO	Mass Communications *220*
MHL	Music: History/Literature *204*
PHI	Philosophy *103*, *214*, *218*, *224*
POS	Political Science *115*
PSY	Psychology *290AB*, *290AC*
REL	Religious Studies *203*, *205*, *207*
SLC	Studies in Language & Culture *202*
TEC	Textiles and Clothing *105*
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.

*First-Year Composition may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

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 at curriculum.maricopa.edu click on Current Programs or search in the offering college(s)' 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 (click on Current Programs) or by field of interest. Requirements for each degree can be found on the linked web pages and in the corresponding college(s)'s catalog.

Academic Policies that Govern the AAS Degree:

- 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 or comma (/ or ,) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring.
- All courses must be completed with a grade of C or higher; any additional requirements such as grades of B or higher or minimum grade point average requirements are listed on individual degrees and certificates.
- The graduation policies within the general catalog must be satisfied (see General Graduation Requirements Administrative Regulation 2.3.9). First Year Experience is required (FYE101 or FYE103).
- Some courses also have equivalent combinations of modular variants; all options are listed and completion of either the course or its modular equivalents will satisfy the AAS requirements.
- 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.

* Industry-recognized credentials can be counted as general electives.

- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. The recovery of a deficiency in a requirement (Prerequisites, Required Courses, Restricted Electives, or General Education) category due to a quarter-hour or other credit system application will be determined by the college.
- Any course that is cross referenced with that of another discipline/subject (for example EDU/ENH291, Children's Literature) covers identical contents. A course under either subject (for example, EDU291 or ENH291) will count only once toward degree requirements.

AAS General Education Core (12-15 credits)*

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 112, 114, 115, 120, 121, 122, 126, 140, 141, 142, 145, 146, 150, 150&182, 151, 151&182, 152, 152&182, 155, 155&182, 156, 156&182, 172, 187, 188, 206, 212, 213, 217, 218, 220. 221, 225, 227, 230, 231, 240, 241, 256, 257, 276, 277, equivalent course/Satisfactory completion of a higher level mathematics course

AAS General Education Distribution Areas (9-10 credits)

Humanities, Arts and Design (2-3 credits)

AFR African American Studies *203*
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
AVC Art and Visual Communication 150
CCS Chicana and Chicano Studies 101
COM Communication 241
CON Construction 101
DAH Dance Humanities 100/201/250/255
ECE Engineering Science 150
EDU Education 230/291/292/294
EED Early Education 225
ENG English 200/213/218
ENH English Humanities Any ENH Course(s)
FMT Film, Media, and Theatre 107
FRE French 265

GST	Game Studies 202
HCR	Health Care Related 210
HIS	History 101/102/103/108/110/111/113/114/203/212/251/252
HON	Honors 190
HUM	Humanities Any HUM course(s) (except 120, 225)
INT	Interior Design 115/120
JPH	Japanese Humanities 245
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)
QST	Queer Studies 200, 210
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, 295
SWU	Social Work 183
TEC	Textiles and Clothing 105, 125
THE	Theatre 111/220
THF	Theatre and Film 205/206/210
THP	Theatre Performance/Production 217, 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 101/200/225/258/270
ASB	Anthropology 100/102/202/211/222/223/226/230/235/252
ASM	Anthropology 104/275
BHS	Behavioral Health Services Technology 150, 155, 175, 210
CAP	Counseling and Applied Psychology 120
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
CPD	Counseling and Personal Development 102AH, 180
ECH	Early Childhood Education 176
ECN	Economics Any ECN course(s)
EDU	Education 221/222
EED	Early Education 205/222
EMT	Emergency Medical Technology 258
ENG	English 213
FSC	Fire Science Technology 258
GCU	Cultural Geography 102/113/121WG/141/221
HES	Health Science 100, 120
HIS	History Any HIS course(s) (except 111, 170, 173, 251, 252)
HON	Honors 201
HUM	Humanities 235
IBS	International Business 109
IFS	Information Studies 201, 210, 213
MCO	Mass Communications 120
MGT	Management 229/230
PAD	Public Administration 200
POS	Political Science Any POS course(s)
PSY	Psychology 101/123/132/156/157/215/218/225/235/240/241/243/250/260/262/266/277/280/292
QST	Queer Studies 200, 210
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 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
BIO	Biology 100/101/102/105/107/108/109/111/116/145/149AN/156/156XT/160/181/181XT/182/182XT/201/201XT/202/205
CHM	Chemistry 107&107LL/130&130LL/130AA/140AA/150AA/150&151LL/151AA/151&151LL/152AA/152&152LL/203AA/230&230LL
CON	Construction 106
ENV	Environmental Sciences 101
FON	Food and Nutrition 241&241LL
FOR	Forensic Science 105/106
GLG	Geology Any combination of GLG course(s) meeting the minimums described above
GPH	Physical Geography 111&112/113/211/212&214/213&215
PHS	Physical Science 110/115/120
PHY	Physics 101/111/112//121/131
PSY	Psychology 275/290AB/290AC

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Academic Certificate (AC)

Purpose of the Academic Certificate

The Maricopa County 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 the 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 education (AGEC) 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; students must have earned a minimum of 6 credits toward the certificate at the institution awarding the certificate. For certificates with less than 6 credit hours, all credits must be completed at the college granting the award.
- Students must earn a grade of C or better in all courses within the program.
- 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-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 at curriculum.maricopa.edu/.

Field of Interest Program Matrix

Description:

The Maricopa County Community College Field of Interest Matrix identifies all programs currently available for offering within the ten (10) community colleges and skill centers of the district. The programs are grouped under Field of Interest as requested by the colleges. For specific information regarding individual programs, contact the college(s) listed as participating institutions.

APPLIED TECHNOLOGY

Air Conditioning/Refrigeration/Facilities ..... GW
Aircraft Maintenance Technology ..... CG
Aircraft Maintenance Technology-Airframe ..... CG
Aircraft Maintenance Technology-Powerplant ..... CG
Airway Science Technology, Flight Emphasis ..... CG
Applied Electrical Technologies ..... RS
Architectural and Civil CAD Technology ..... GC
Architectural AutoCAD ..... SC
Architectural Technology ..... SC
Automated Industrial Technology ..... EM, MC
Automated Industrial Technology I ..... EM, MC
Automated Industrial Technology II ..... EM, MC
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, MC
Automotive Electronic/Electrical Systems GC, GW, MC
Automotive Engine and Operations Management ... GC, GW, MC
Automotive Engine Management and Repair ..... GC, GW, MC
Automotive Engine Repair ..... GC, GW, MC
Automotive Heating, Ventilation and Air Conditioning 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
Basic Automotive Maintenance ..... RS
Basic Automotive Repair ..... GW
Building Inspection ..... MC
Cable and Wire Harness Assembly ..... MC
CAD Application ..... GC
CAD Fundamentals ..... GC
Caterpillar Technician Training ..... MC
Certified Flight Instructor Instrument Airplane Rating CG
CNC Machine Operator ..... GW, MC
CNC Machining I ..... GW, MC
CNC Machine Operator (Day) ..... GW
CNC Machining II ..... GW, MC
Collision Repair Technician (Day) ..... GW
Computer Aided Drafting ..... MC
Construction Building Codes ..... MC
Construction Management ..... MC
Construction Safety OSHA 30 ..... MC
Construction Technology ..... MC, SM
Construction Trades - Mechanical Trades: Plumbing GW
Construction Trades - Mechanical Trades: Sheet Metal GW
Construction Trades: Carpentry ..... GW, MC, SM
Construction Trades: Carpentry, Commercial and Residential ..... MC, SM
Construction Trades: Carpentry, Commercial and Residential (Day) ..... GW
Construction Trades: Construction Management ..... MC
Construction Trades: Electrical ..... MC, SM
Construction Trades: Electrical, Commercial and Residential ..... MC, SM
Construction Trades: Electricity ..... GW
Construction Trades: Heat and Frost Insulation ... GW
Construction Trades: Ironworking ..... GW
Construction Trades: Masonry ..... MC, SM
Construction Trades: Millwrighting ..... GW
Construction Trades: Painting and Drywalling .... GW
Construction Trades: Plumbing ..... MC, SM
Construction Trades: Plumbing, Commercial and Residential ..... GW, MC, SM

Field of Interest Program Matrix

Construction Trades: Pre-Apprenticeship ..... GW
Construction Trades: Solar Energy ..... MC
Data Center Operations..... EM, MC
Datacenter Administration ..... EM, GC
Drafting and Design Technology..... MC
Educational Construction Trades Partnership: Carpentry ..... RS
Educational Construction Trades Partnership: Carpentry, Commercial and Residential ..... RS
Educational Construction Trades Partnership: Electrical ..... RS
Educational Construction Trades Partnership: Electrical Commercial and Residential ..... RS
Educational Construction Trades Partnership: H.V.A.C.r Residential Service..... RS
Educational Construction Trades Partnership: Plumbing ..... RS
Educational Construction Trades Partnership: Plumbing, Commercial and Residential ..... RS
Electrical Technology..... GW
Electrical Technology - Commercial Wiring ..... GW
Electrical Technology - Industrial Wiring ..... GW
Electrical Technology - Residential Wiring ..... GW
Energy and Industrial Technology ..... EM
Engine Performance and Diagnosis..... GW
Environmental Science and Water Resources Technologies..... GW
Environmental Science Technology ..... GW
Gifted Education ..... MC
H.V.A.C.r Residential Service..... GW, MC
H.V.A.C.r Commercial Installation and Service Technician ..... GW
H.V.A.C.r Residential Installation and Service Technician (Day)..... GW
Industrial Control Systems ..... EM, MC
Industrial Design Technology ..... GW
Industrial Design Technology: Design Specialist ... GW
Industrial Electrical Systems..... EM. MC
Industrial Fluid Systems..... EM, MC
Industrial Mechanical Systems ..... EM, MC
Industrial Sewing ..... PC
Industrial Technology for Semiconductor . CG, EM, MC
International Residential Code ..... MC
Introduction to Semiconductor Manufacturing ..... RS
J-STD Soldering Certification..... MC
Lineman Technology Level I ..... RS
Lineman Technology Level II..... RS
Lineman Technology Level III ..... RS
Lineman Technology Level IV..... RS
Manufacturing Production Technology..... MC
Mechanical Drafting ..... MC
Nuclear Power Technology..... EM
Precision Optics Level I..... RS
Quality Assurance..... GW
Robotics Technology..... EM, MC
Semiconductor Manufacturing ..... RS
Water and Wastewater Treatment..... GW
Welding ..... MC
Welding: Fundamentals ..... MC
Welding: Fundamentals (Day)..... GW
Welding: Gas Metal / Flux Cored Arc Welding (GMAW)/ (FCAW) ..... MC
Welding: Gas Tungsten Arc Welding (GTAW) Ferrous. . MC
Welding: Gas Tungsten Arc Welding (GTAW) Ferrous and Non-Ferrous (Day)..... GW
Welding: Gas Tungsten Arc Welding (GTAW) ..... Non-Ferrous..... MC
Welding: Shielded Metal Arc Welding (SMAW) ..... Pipe..... MC
Welding: Shielded Metal Arc Welding (SMAW) ..... Pipe (Day) ..... GW
Welding: Shielded Metal Arc Welding (SMAW) Plate MC

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Addictions and Substance Use Disorders ..... RS
Addictions and Substance Use Disorders Level I .. RS
Addictions and Substance Use Disorders Level II.. RS
Administration of Justice ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Administration of Justice Studies ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Advanced Behavioral Sciences ..... GC, SM
Advanced Corrections and Detention..... RS
Advanced Juvenile Corrections ..... RS

Field of Interest Program Matrix

Associate in Arts, Emphasis in Counseling and Applied Psychological Science..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Criminal Justice..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Family Life Education EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Law and Policy..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Political Science..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Psychology..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Social Work..... EM, GC, MC, PC, PV, RS, SC, SM

Basic Corrections .....RS

Basic Detention .....RS

Behavioral Sciences.....GC, SM

Child and Family Organizations Management and Administration..... GC, RS

Community Emergency Response Team (CERT): Level I . PC

Corrections.....CG, EM, GC, MC, PC, PV, RS, SC, SM

Corrections and Detention.....RS

Crime Scene Investigation CG, EM, GC, MC, PC, SC, SM

Developmental Disabilities Specialist..... GC

Driver Operator.....GC, PC, PV

Emergency Communications.....RS

Emergency Communications and Deployment..... PC

Emergency Management .....GC, PC, PV

Fingerprint Identification and Photography..... CG, EM, GC, MC, PC, SC, SM

Fire Science..... ..... GC, MC, PC, PV

Fire Service Management.....GC, PC, PV

Firearms .....RS

Firefighter Operations..... GC, MC, PC, PV

Forensic Science....CG, EM, GC, MC, PC, PV, RS, SC, SM

Foundations of Behavioral Sciences... GC, PC, RS, SM

Hazardous Materials Response..... PC

Homeland Security..... CG, GC, PC, RS, SM

Juvenile Corrections .....RS

Law Enforcement...CG, EM, GC, MC, PC, PV, RS, SC, SM

Law Enforcement Field Training .....RS

Law Enforcement Investigation ..... GC, RS

Law Enforcement Training .....CG, GC, RS

Law Enforcement Training Academy..... GC, RS

Leadership in Public Safety Organizations ..... CG, GC, PC, RS

Legal Studies..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Non-Sworn Fire Service Professional.....GC, PC, PV

Paralegal.....PV, RS

Paralegal Studies..... PC

Professional Addictions Counseling ..... RS

Public Safety Administration..... PC, RS

Public Safety Leadership..... RS

Public Safety Technology ..... RS

Search Warrant Preparation..... RS

Substance Use Prevention and Interventions..... RS

Terrorism Liaison Training: Level I ..... PC

Terrorism Liaison Training: Level II..... PC

Victimology..... CG, GC, MC, PC, PV, RS, SC, SM

Workforce Development and Community Re-Entry .. RS

Workforce Development: Foundations in Addictions and Substance Use Disorders.... RS

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Accounting..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Administrative Professional.. EM, GC, PC, PV, SM

Advocate Driven Healthcare: Customer Service.....RS

Aesthetician (24 Hours Per Week).....GW

Aesthetician (High School).....GW

Aesthetics Instructor.....GW

Airline Operations.....RS

Airline Operations: Reservations and Ticketing Services.....RS

Associate in Business, General Requirements ..... (ABUS-GR)...CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Business, Special Requirements ..... (ABUS-GR)...CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Automobile Insurance: Customer Service.....RS

Baking and Pastry Arts .....SC

Bank Account Management: Customer Service.....RS

Banking and Finance..... GW, PC

Field of Interest Program Matrix

Beauty and Wellness ..... GW, MC
Broadband Telecommunications..... RS
Broadband Telecommunications: Field Operations ... RS
Business Administration Fastrack..... GC, PC, SC
Business Technology: Customer Service..... RS
Cannabis Business Administration and Management SC
Cannabis Business Advanced Entrepreneurship ..... SC
Cannabis Business Fundamentals..... SC
Certified Bookkeeping..... GC, PC, PV, RS, SC
Commercial Baking and Pastry ..... EM, SC
Commercial Real Estate..... GC, SC, SM
Cosmetologist (32 Hours Per Week) ..... GW
Cosmetologist (High School) ..... GW
Cosmetology Instructor ..... GW
Credit Counseling: Customer Service ..... RS
Culinary Arts..... EM, SC
Culinary Arts I..... ..... EM
Culinary Arts II..... ..... EM
Culinary: Fundamentals ..... SC
Culinary: Professional..... SC
Debt Resolution: Customer Service..... RS
Debt Resolution: Sales..... RS
Enrolled Agent..... GC, PC, PV, RS, SC, SM
Entrepreneurial Studies Level I.....
GC, GW, MC, PC, PV, RS, SC, SM
Entrepreneurial Studies Level II.....
GC, GW, MC, PC, RS, SM
Esports Business Operations..... GC, PC, PV, RS, SM
Esports Event Production..... PV
Fashion Merchandising..... MC, PC
Financial Industry..... GW
Financial Services ..... GC, GW, PC, PV, SC, SM
Financial Services: Pre-licensure.....
CG, GC, GW, PC, SC
Financial Services Retirement Accounts: Customer Service ..... RS
Financial Services: Pre-licensure..... CG, GC, GW, PC, SC
General Business.....
CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Hair Stylist (32 Hours Per Week) ..... GW
Hospitality: Food and Beverage Management..... 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.. SC
Human Resources Management .....
GC, GW, MC, PC, RS, SC, SM
Human Resources: Compensation and Benefits GW, PC, SM
Insurance: Customer Service..... RS
Loan Consolidation: Customer Service ..... RS
Management..... ..... GC, MC, PC, PV, RS, SC, SM
Marketing..... ..... GC, GW, MC, PC, PV, SC, SM
Marketing and Sales..... GC, GW, MC, PC, PV, SC
Massage Therapy (24 Hours Per Week)..... GW
Nail Technician ..... GW
Organizational Leadership.....
CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Organizational Management.....
CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Pharmacy Prescription Benefits: Customer Service... RS
Prescription Prior Authorization: Customer Service.. RS
Project Management ..... MC
Property Insurance: Customer Service ..... RS
Public Administration ..... RS
Quality Customer Service..... RS
Real Estate Broker: Prelicense ..... SC
Real Estate: Prelicense ..... GC, MC, RS, SC, SM
Retail Management ..... EM, GC, GW, PC, RS, SM
Risk Management and Insurance ..... PV, RS
Small Business Management Level I .....
CG, EM, GC, GW, PC, RS
Small Business Management Level II .....
GC, GW, PC, RS
Small Business Start-Up ..... PV
Social Media Marketing .....
CG, EM, GC, MC, PC, PV, SC, SM
Utilities: Customer Service..... RS
Water Utility Operations: Account Services and Delivery Management..... RS
Web Hosting: Customer Service ..... RS

Field of Interest Program Matrix

COMPUTER AND INFORMATION TECHNOLOGY

Adobe Foundations: Animation and Graphics Production ... CG, GC, MC, PV, SM

Adobe Foundations: Audio and Video Production.. SM

Amazon Web Services Cloud Associate ..... CG, GC, GW, MC, PC, PV, RS, SC, SM

Amazon Web Services Cloud Practitioner ..... CG, GC, GW, MC, PC, PV, RS, SC, SM

Amazon Web Services Cloud Specialist ..... CG, GC, PC, PV, SC, SM

Android App Development ..... GW, PC, RS, SM

AppleCare Hardware Repair Exam Prep.....MC

Associate in Science, Emphasis in Computer Science .... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Cisco Certified Network Professional: Enterprise..... GC, GW, MC, PV, SC, SM

Cisco Certified Network Professional: Enterprise Advanced Routing and Services ..... . GC, MC, PV, SC, SM

Cisco Certified Network Professional: Enterprise Core GC, MC, PV, SC, SM

Cisco Network Administration and Security..... CG, EM, GC, GW, MC, PV, SC, SM

Cisco Network Administration: CCNA.....CG, EM, GC, GW, MC, PC, PV, SC, SM

Cisco Network Administration: CCNP....CG, GC, MC, PC, SC, SM

Computer Information Systems.....GW

Computer System Configuration and Support.....CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Computer System Configuration and Support, Linux CG, EM, GC, GW, MC, PC, PV, SC, SM

Computer System Configuration and Support, Network CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Computer System Configuration and Support, Security CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Critical Infrastructure .....EM, GC

Cross Functional Design and Web Essentials.....SC

Cross-Platform App Development..... .....GW, PC, RS, SM

Cyber Defense .....EM

Cyber Engineering...CG, EM, GC, MC, PC, PV, RS, SC, SM

Cyber Operations... .....CG, GC, GW, MC, PV, SC, SM

Cybersecurity.....CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Cybersecurity Fundamentals ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Cybersecurity Management and Information Security.....GC

Data Analytics..... .....CG, EM, GW, MC, PV, RS, SC

Data Analytics and Programming .....MC

Database Development .....EM, SC

Desktop Support.....CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Emerging Technology: Digital and Wireless Technologies .....PC

Emerging Technology: Wireless Optimization.....PC

Foundations of Mobile App Development... ..... PC, RS, SM

Information Technology . .....CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

iOS App Development.....GW, PC, PV, RS, SM

IT Fundamentals .....GC, MC

IT Security Associate.....EM

Jamf Training Foundation .....MC

Linux Associate.....CG, EM, GC, GW, PC, PV, SC, SM

Linux System Administration..... EM, GC, PC, PV, SC, SM

Microsoft Desktop Associate..... EM, GC, GW, MC, PC, PV, SM

Microsoft Office Professional ..... CG, EM, GC, PC, PV, RS, SC, SM

Microsoft Office Specialist..... CG, GC, PV, RS, SC, SM

Microsoft System Administration..... PC

Mobile App Development .....PC, PV, RS, SM

Native Mobile App Development ..... PC, PV, RS, SM

Network and Cyber Fundamentals.....GW

Network and Systems Administration..... CG, EM, GC, GW, MC, PC, PV, SC, SM

Programming..... RS, SM

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.. ..... CG, EM, GC, MC, PC, PV, RS, SC

Python Applications.....CG, MC, SM

Field of Interest Program Matrix

Red Hat Linux Administrator... EM, GC, GW, MC, PC, SC, SM

Red Hat Linux Engineer... EM, GC, GW, MC, PC, SC, SM

Video Game Production... GC, MC, PV

Video Game Production: Audio and Sound... GC, MC, PV

Video Game Production: Coding and Scripting... GC, MC, PV

Video Game Production: Game Art... GC, MC, PV

Video Game Production: Game Narrative.. GC, MC, PV

VMware Foundations... GC, GW, PC

VMware Network Administrator... GC

VMware Systems Administrator... GC, PC

Web App Development.....CG, GC, GW, MC, PC, PV, RS, SC, SM

Web Design... CG, EM, GC, PV, RS, SC, SM

Web Design/Development....CG, EM, GC, MC, PC, PV, RS, SC, SM

Web Development.....CG, EM, GC, GW, MC, PC, PV, SC, SM

Web Foundations.....CG, EM, GC, MC, PC, PV, RS, SC, SM

Windows App Development... PC, RS, SM

CULTURE AND SOCIETY

African-American Studies... MC

American Indian Studies... PC, SC

Applied Bilingual Spanish Language Skills...CG, GW, SM

Applied English Language Skills... MC, PV, SM

Applied Storytelling ... EM, SM

Associate in Arts, Emphasis in American Indian Studies..... CG, EM, GC, MC, PC, PV, SC, SM

Associate in Arts, Emphasis in Anthropology.... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Communication... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Economics... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in English (Creative Writing)..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in English (Literature)... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in History... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Humanities... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Information Studies and eSociety.... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Japanese... EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Journalism and New Media Studies... EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Philosophy.... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Religious Studies.... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Sociology... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Spanish... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Women and Gender Studies... CG, EM, GC, MC, PC, PV, RS, SC, SM

Chicana and Chicano Studies... CG, GC, PC

Communication Competence in the Workplace... GC, MC

Communication Skills for Non-Native English Speakers GC, MC

Creative Writing..... EM, GC, MC, PC, PV, RS

Deaf Interpreter Preparation... PC

Deaf Studies ... PC

Foundations of Storytelling... EM, SM

International Studies... PC

Interpreter Preparation ... PC

Journalism and New Media Studies... MC

Language and Literary Culture of the USA... RS

Language Studies... CG, GC, MC, RS

Oral Communication Fluency for Non-Native English Speakers... GC, MC

Public Relations ... MC

Southwest Studies ... PC

Spanish Language and Culture... CG, GW, MC, RS

Sustainability and Ecological Literacy ... EM, RS, SM

Sustaining and Advancing Indigenous Nations... SC

Traditional and Fact-Based Storytelling ... EM, SM

Women and Gender Studies... CG

Field of Interest Program Matrix

EDUCATION

Associate in Arts, Elementary Education (AAEE)..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Early Childhood Education..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Educational Studies Early Childhood..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Secondary Education. CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Science, Emphasis in Secondary Education.... CG, EM, GC, MC, PC, PV, RS, SC, SM

Early Childhood Education.....CG, GC, MC, PC, PV, RS

Early Childhood Education - Dual Language ..... MC

Early Childhood Education Management and Administration ..... PV, RS

Elementary Education and Special Education..GC, PV, RS

Foundations of Early Childhood Education..... CG, GC, MC, PC, PV, RS

Gifted Education..... EM

Infant and Toddler Development ..... GC, PV, RS

Instructional Assistance ..... MC, SM

Preschool Education..... CG, GC, RS

HEALTH SCIENCES

Accelerated Pharmacy Technology ..... SC

Applied Behavioral Health ..... MC

Associate in Arts, Emphasis in Community Health ..... CG, EM, GC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Exercise Science ..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Nutritional Science ..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Speech and Hearing Science .....EM, GC, PC, PV, RS, SC, SM

Basic Phlebotomy..... GW, PC

Biomedical Equipment Technology..... MC

Clinical Data Coordination ..... PV

Clinical Medical Assisting..... PC

Clinical Neurodiagnostic Technology ..... GW

Clinical Phlebotomy..... GW, PC

Clinical Research Coordination ..... PV

Community Health Paramedicine ..... GC

Community Health Work ..... PV, SC

Computed Tomography..... GW

Critical Care Paramedicine ..... GC, PC, PV

Dental Assisting..... PC

Dental Hygiene..... MC, PC, RS

Diagnostic Medical Sonography..... GW

Electrocardiogram (ECG) Technician ..... GW

Electroneurodiagnostic (END) Technology..... GW

Emergency Medical Technology.. CG, GC, MC, PC, PV, RS

Emergency Medical Technology (EMT) ..... GW

Emergency Medical Technology (EMT) (High School) GW

Emergency Medical Technology Comprehensive ..... CG, GC, MC, PC, PV

Exercise Science: Health, Fitness and Sports Performance...CG, GC, MC, PV, SC, SM

Fast Track Practical Nursing ..... GC, GW, MC

Foundations of Recreation Management..... SC

Foundations of Recreation Youth Services ..... SC

Foundations of Sports Medicine..... RS

Health and Wellness Coaching..... GC

Health Information Technology ..... PC

Health Information: Long Term Care Settings ..... PC

Health Science Education ..... GW

Health Services Management..... GW

Healthcare Regulatory Compliance..... GW

Histologic Technology ..... PC

Hospital Central Service Technology..... GW

Laboratory Assisting..... PC

Magnetic Resonance Imaging..... GW

Massage Therapy..... PC

Medical Administrative Assisting ..... PC

Medical Assisting ..... GW, PC

Medical Billing and Coding: Physician Based..... GW

Medical Billing and Coding: Physician-Based ..... PC

Medical Coding: Hospital-Based..... PC

Medical Laboratory Science ..... PC

Nuclear Medicine Technology..... GW

Field of Interest Program Matrix

Nuclear Medicine Technology and Computed Tomography ..... GW
Nurse Assisting ..... EM, GC, GW, MC, PV, SC
Nursing ..... CG, EM, GC, GW, MC, PC, PV, SC
Nursing (RN to BSN) ..... GW
Nursing Refresher ..... GW, MC
Nutrition and Dietetic Technology ..... PV
Nutrition for Personal Trainers and Coaches ..... SC
Occupational Therapy Assistant ..... GW
Operating Room Nursing ..... GW
Paramedicine ..... GC, MC, PC, PV
Personal Training ..... CG, GC, MC, PV, SC, SM
Personal Trainer: Advanced ..... CG, GC, MC, PV, SC, SM
Pharmacy Technician ..... GW
Physical Therapist Assisting ..... GW
Practical Nursing ..... CG, EM, GC, GW, MC, PC, PV, SC
Radiologic Technology ..... GW
Recreation Management ..... SC
Respiratory Care ..... GW
Sleep Medicine (Polysomnographic) Technology ..... GW
Spanish Interpreting for Healthcare Professionals ..... GW
Speech Language Pathology Assistant ..... EM
Surgical Technology ..... GW
Sustainable Food Systems ..... RS
Sustainable Food Systems: Food Entrepreneur ..... RS
Sustainable Food Systems: Food Service ..... RS
Tactical Emergency Casualty Care ..... GC, PC, PV
Wildland Firefighter ..... GW
Workforce Development: Professional Cooking and Sustainable Practices ..... RS
Yoga Instruction: Level I ..... SC
Yoga Instruction Level II ..... SC
Yoga Instruction: Supplement ..... SC

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Artificial Intelligence and Machine Learning ..... CG, EM
Associate in Arts, Emphasis in Geography ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Mathematics ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Sustainability and Environmental Studies ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Astronomy ..... CG, EM, GC, MC, PC, PV, SC, SM
Associate in Science, Emphasis in Biochemistry ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Biological Sciences. CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Chemistry ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Engineering ..... CG, EM, GC, GW, MC, PC, PV, SC, SM
Associate in Science, Emphasis in Geography - Meteorology ..... CG, EM, GC, MC, PC, PV, SC, SM
Associate in Science, Emphasis in Geology ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Physics ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Biotechnology and Molecular Biosciences ..... GC
Cannabis Cultivation ..... MC
Electronics Engineering Technology ..... MC
Electronics Technology ..... MC
Engineering Technology ..... CG, EM, GC, PV, SM
Environmental and Natural Resource Stewardship ..... PC
Equine Massage Therapy ..... SC
Equine Science ..... SC
Fundamentals of Applied Molecular Bioscience-Level I ..... GC
Fundamentals of Horticulture ..... MC
Landscape Technology ..... MC
Mortuary Science ..... CG
Sustainability ..... CG, GC, PV, RS, SC, SM
Sustainable Horticulture ..... MC
Veterinary Assisting ..... MC
Veterinary Technology ..... MC

Field of Interest Program Matrix

VISUAL AND PERFORMING ARTS

Alteration Specialist....PC

Animation....GC, MC, PC

Animation and Time-Based Media....GC, MC, PC

Apparel Construction....PC

Associate in Arts, Fine Arts....CG, EM, GC, GW, MC, PC, PV, SC, SM

Associate in Arts, Fine Arts, Emphasis in Art....CG, EM, GC, GW, MC, PC, PV, SC, SM

Associate in Arts, Fine Arts, Emphasis in Dance....CG, GC, MC, PC, PV, SC, SM

Associate in Arts, Fine Arts, Emphasis in Music....CG, EM, GC, MC, PC, PV, SC, SM

Associate in Arts, Fine Arts, Emphasis in Musical Theatre....CG, EM, GC, MC, PC, PV, SC, SM

Associate in Arts, Fine Arts, Emphasis in Theatre....CG, EM, GC, MC, PC, PV, SC, SM

Beginning Piano Pedagogy....MC

Ceramics....GC, MC

Commercial and Freelance Photography....GC, PC

Commercial Interior Design....SC

Costume Design and Production, Level I....PC

Costume Design and Production, Level II....PC

Dance Performance and Technology....SC

Digital Arts: Digital Photography....GC, MC

Digital Media Arts....GC, PC

Disc Jockey Techniques....MC

Disc Jockey Techniques I....MC

Disc Jockey Techniques II....MC

Documentary Film Production....GC

Drawing and Painting....MC

Editing....SC

Fashion Design....MC, PC

Fashion Design: Entrepreneur....PC

Fashion Design: Level I....PC

Fashion Design: Level II....PC

Fashion Illustration....PC

Film and Media Production....GC

Foundations of Visual Communication....SC

Graphic Design....MC, PC

Illustration....CG, MC, PC

Illustration and Sequential Art....CG, MC, PC

Interior Design....PC, SC

Interior Design Kitchen and Bath....PC, SC

Interior Design Technology....PC, SC

Interior Design Upholstery and Soft Goods Production....PC

Interior Merchandising and Home Staging....PC, SC

Intermediate Piano Pedagogy....MC

Motion Picture Production....SC

Motion Picture, Television, and New Media Production....SC

Music Industry Studies: Audio Production Technologies....GC, MC, PC, PV

Music Industry Studies: Music Business....MC, PC, PV, SM

Music Industry Studies: Music Business I....MC, PC, PV, SM

Music Industry Studies: Music Business II....MC, PC, PV, SM

Pattern Design, Level I....PC

Pattern Design, Level II....PC

Photography....CG, GC, MC, PC

Residential Interior Design....PC, SC

Screenwriting....SC

Sequential Art....CG, PC

Stage Combat....PV

Technical Theatre....MC, PC, SC

Technical Theatre: Audio Technician....GC, PC, PV

Technical Theatre: Costuming....GC, MC, PC, PV

Technical Theatre: Hair and Makeup....MC

Technical Theatre: Lighting....PC, PV

Technical Theatre: Properties....EM, PC, PV, SC

Technical Theatre: Puppetry....PC, PV

Technical Theatre: Set/Scenic Construction....EM, PC

Technical Theatre: Stage Crew Technician....EM, GC, PC, PV, SC

Time-Based Media....PC

Visual Communication....SC

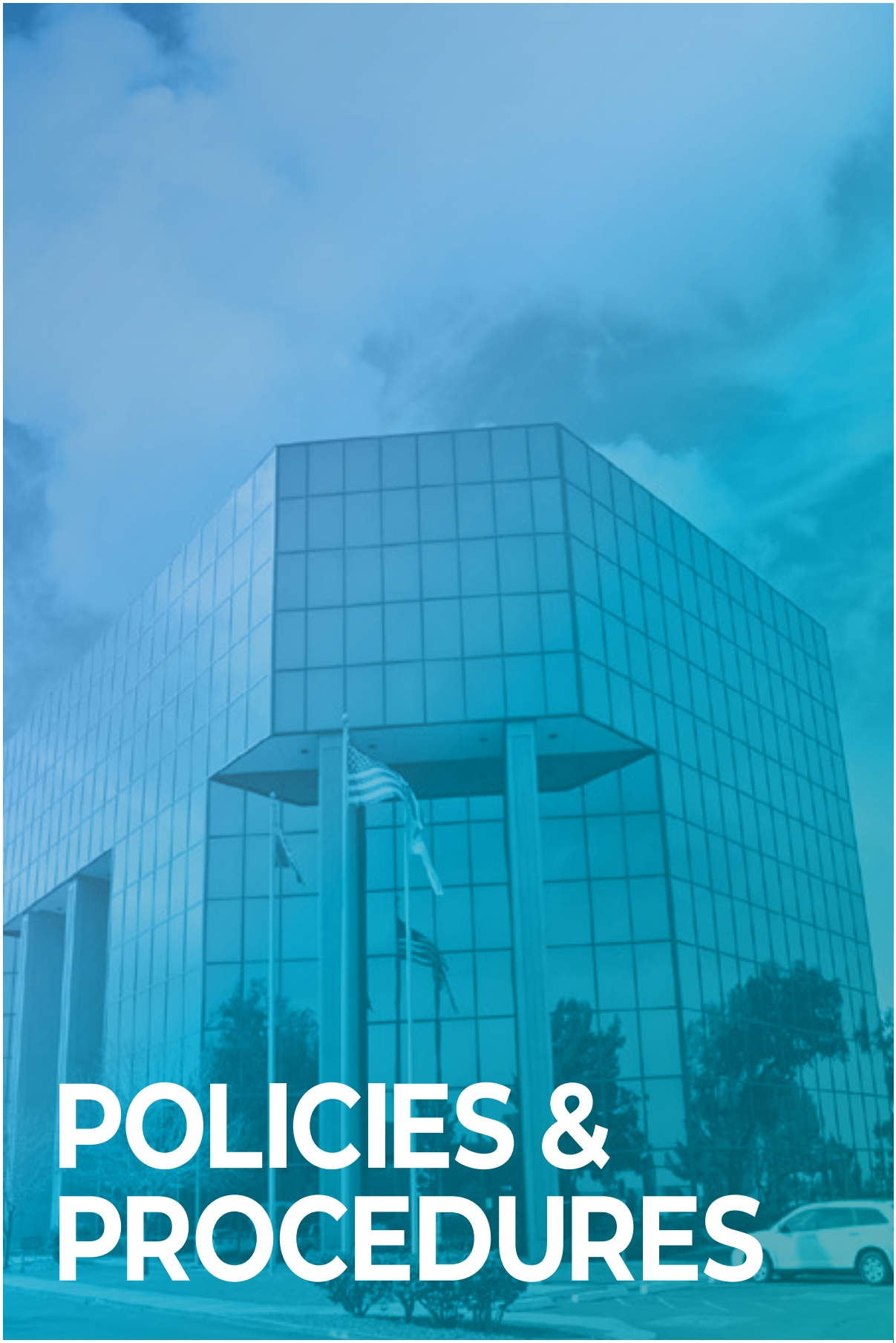
Visual Communication: Creative Branding....SC

Visual Communication: Design....SC

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



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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 County Community College District (MCCCD), (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, GateWay Community College - Central City, Glendale Community College, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, South Mountain Community College, and all affiliated locations) to:

1. 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 against any applicant or employee, on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Administer 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 be administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
3. 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.
4. Maintain an educational environment that does not discriminate or tolerate discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, or veteran status in federally funded programs, activities and MCCCD sponsored events.
5. Hold each level of academic and student life management responsible for ensuring that all academic environments and activities are in full compliance with all applicable federal, state, and local non-discrimination laws.

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)

It is the policy of the Maricopa County Community College District (MCCCD) 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, pregnancy, 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, pregnancy, 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.

Affirmative Action Statements

Affirmative Action Policy Statement for Individuals with Disabilities

In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing regulations, 41 CFR 60-741.5 (a), as amended, Maricopa County Community College District (MCCCD) 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. MCCCD 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. MCCCD 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 (MCCCD) will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because they are a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. MCCCD 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.

MCCCD 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, MCCCD 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

(see 5.1.7 Notice of Americans with Disabilities Act (ADA)/Section 5004 of the Rehabilitation Act/Title IX Coordinator)

Under the ADA and Section 504, the Maricopa County Community College District (MCCCD) recognizes the obligation to provide overall program accessibility throughout its locations for qualified disabled individuals. Students and employees can raise concerns or make complaints, without retaliation, about matters made unlawful under the ADA.

Employees

The District Office and each College must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and all other applicable law. The Notice will specify how employees can request reasonable accommodations.

College ADA Coordinators (Credentials are needed to enter secure site.)

Students

The District Office and each MCCCD location must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681), using the format below:

- ADA/504/Title IX Coordinator
- Address
- Phone #
- Email address

Additionally, each college/center must publish electronically or in print the above information in student handbooks and catalogs.

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.

Title IX Coordinators

ADA/504 Managers

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. In accordance with ARS15-1805.01 and ARS15-1821 the colleges have adopted an admission process for students under the age of 18. These students have the same rights and responsibilities as any other college student. Admission to the college does not guarantee admission to a specific certificate or degree program, or to all courses offered by the college. See 2.2.8 for more information regarding the registration/enrollment process.

B. 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.

C. Home schooled students are exempt from this sub-section (per state law). Students will be required to take the EdReady reading assessment to determine college readiness for admissions and will be required to meet one of the college course placement options for enrolling into specific classes.

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 students meet 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) or apply online at www.maricopa.edu/become-a-student/international-admissions. When completed, the form(s) should be submitted 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. Some colleges may have a higher minimum score requirement for admission to specific academic programs. Students should contact their respective college for its English language proficiency requirements.

1. If the Test Of English As A Foreign Language (TOEFL iBT) is used to satisfy this requirement, a minimum score of 70 is required.
2. If the languagecert academic test is used to satisfy this requirement, a minimum score of B2+ is required.
3. If Duolingo is used to satisfy this requirement, a minimum score of 100 is required.
4. If the International Language Testing System (IELTS) is used to satisfy this requirement, a minimum IELTS overall Band Score of 6.0 is required.
5. The Dean or Director of the Admissions and Records Office/Office of Student Enrollment Services or designee of the college may accept other proof of English language proficiency for admission purposes; including, but not limited to, the ACCUPLACER, ASSET, COMPASS and 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:

1. At least six years of English language instruction as shown by the applicant's school transcript(s);
2. A minimum TOEFL iBT SCORE OF 20.
3. A minimum Languagecert Academic Test Score of A1.
4. A minimum Duolingo Score of 15.
5. A minimum IELTS Score of 2.0.
6. 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;
7. 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.
8. 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:	$9,115	*(1)*
Living Expenses:	$17,200	*(2)*
Books:	$1,104	*(3)*
Health Insurance:	$2,800	*(4)*
Total	$30,219	*(5)*

Please Note: For Rio Salado College's average cost of attendance expenses, please visit: https://www.riosalado.edu/student-resources/financial-aid/applying-financial-aid/cost-attendance

D. Dependent Financial Guarantee

Evidence of financial support for dependents of F-1 and M-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance

All F-1 and M-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges' international student health insurance plan. Health insurance coverage for dependents of F-1 and M-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 and M-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

Footnotes:

(1) Based on **2023-2024** *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 estimated **2023-2024** *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, online or in-person, 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 Classifications

Some financial aid programs have specific criteria based on the student's classification (grade level). A student's classification does not necessarily correspond to the number of semesters or credits required to complete all degree requirements, as some degree programs require more than the standard 60 for associate's or 120 for bachelor's degrees. Classification includes MCCCD and accepted transfer credit.

Freshman	You are classified as a Freshman if you have completed less than 30 college-level credits toward a degree.
Sophomore	You are classified as a Sophomore if you have completed at least 30 college-level credits toward a degree.
Junior	You are classified as a Junior if you have completed at least 60 college-level credits and have declared a bachelor's degree program in the Student Information System (SIS).
Senior	You are classified as a Senior if you have completed at least 90 college-level credits and have declared a bachelor's degree program in the Student Information System (SIS).

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 and students on other non-immigrant visas)

4. Residency Determination

Residency for tuition purposes is determined in accordance with state law (ARS §15-1801 et seq. and ARS§ 15-1803) 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. An applicant must be eligible to attend post-secondary education in the United States prior to being eligible to register for classes and pay fees.

ii. 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.

iii. 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.

iv. 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 (10) 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 lives in Maricopa County and has lived in the state of Arizona for at least one year prior (365 days) to the first day of the semester (as published in the approved MCCCD Academic Calendar posted online at Academic Calendars) and who is a United States citizen or in a lawful status. 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 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. Visa status must confer the ability to establish domicile in the United States in order to be classified as an in-state student.

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 applying for in-state tuition status may be required to provide supporting documentation for identification and residency classification.)

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 a Maricopa County resident 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 (spouse must be in an eligible status to qualify for in-state residency) 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:

   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 instate 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 student using Chapter 30, 33, or 35 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, will be eligible for immediate classification as an in-state student if they provide the institution a current certificate of eligibility or ebenefits statement showing the student is eligible for Chapter 30, 33, or 35 Veteran Affairs (VA), education benefits and documentation showing the student is residing within the state.

   Students are required to submit the following:

   1. Certificate of eligibility letter or ebenefits statement from the Veteran Affairs (VA) awarding Chapter 30, 33 or 35 benefits or the Fry Scholarship, or the Dept. of Defense document approving the transfer of CH. 33 benefits.
   2. Students must also provide at least one of the following to show presence within the state:
      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. Notwithstanding any other law, a student, other than a nonimmigrant alien as described in 8 United States Code Section 1101(a)(15), who meets both of the following requirements is eligible for in-state tuition at any community college as defined in ARS 15- 1401:

   Attended any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state for at least two years.

   Graduated from any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state or obtained a high school equivalency diploma in this state.
3. Persons without lawful immigration status are eligible for in-state tuition pursuant to subsection 2 of this section.
4. A student will be assessed out-of-state tuition until such time that documentation of status 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.
5. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in the United States and this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students (See Appendix S-1A):
6. A student must verify U.S. citizenship, permanent residency, or other lawful immigration status. Lawful immigration status means they have legal authority to be in the United States and also have the authority to go to school while in the United States.
7. Students who hold a current or expired visa and have applied for a change of status will retain their immigration status based on their prior visa status and not the status or visa for which they are applying. Students will need to submit a copy of the new visa card with the updated status. The timeline for establishing domicile begins with the issue date on the current visa that allows for the establishment of residency.
8. Please note: two requirements must be met to qualify for instate tuition.
   1. A student must meet the domicile residency requirement of residing in the State of Arizona for one year preceding the official start of the semester.
   2. The student must have an immigration status that allows for the establishment of residency for one (1) year.
9. (Applicants applying for in-state tuition status will be required to provide supporting documentation for identification and residency classification.) All applicants for in-state tuition may be required to provide a combination of the following documents:
   - An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license or an Arizona Instruction Permit.
   - A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States (A hospital record/certificate IS not acceptable. A certified abstract of birth with the official state seal and/or watermark is acceptable).
   - A United States certificate of birth abroad.
   - A United States Passport.
   - A Foreign Passport with a United States Visa.
   - An I-94 Form with a Photograph.

- An appropriately designated United States Citizenship and Immigration Services Employment Authorization (Work Permit) or Refugee Travel Document [as listed on the Employee Authorization Document Chart]. (Additional documents may be required with an employee authorization card).
- A United States Permanent Resident Card.
- A United States Certificate of Naturalization.
- A United States Certification of Citizenship.
- A Tribal Certificate of Indian Blood.
- A Tribal or Bureau of Indian Affairs Affidavit of Birth.

* Tribal Members*, the Elderly and "Persons with Disabilities or incapacity of the mind or body," may submit certain types of documents under Section 1903 of the Federal Social Security Act (42 UNITED STATES CODE 1396B, As Amended By Section 6036 Of The Federal Deficit Reduction Act of 2005)**.

* A document issued by a federally recognized Indian tribe evidencing membership or enrollment in, or affiliation with, such tribe.

III. 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.

IV. Proof of Residency

When a student's residency is questioned, the following proof will be required:

1. Establishing Domicile

a. An affidavit signed by the student must be filed with the person responsible for verifying residency.

b. A combination 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. Arizona Department of Children Services documents related to foster care placement
14. Other relevant information

2. County Residency

A combination 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) (See 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. (See Administrative Regulation 2.3.6 Withdrawal).

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 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).

5. High Pressure Recruitment Tactics

The Maricopa County Community College District prohibits its employees from engaging in high-pressure recruitment tactics or in providing to any person or entity engaged in student recruitment, admission activity, or in making decisions regarding the award of Title IV, HEA funds, any commissions, bonuses, or other incentive payments based, in any part, directly or indirectly upon successfully securing enrollments or the awarding of financial aid. (34 CFR 668.14(A)(22)(I)).

6. Programs Leading To Licensure

The Maricopa Community Colleges provides disclosures of whether a program meets the academic requirements for professional licensure within Arizona.

7. Determining Student Location

A determination of a student's location is made and documented in the student information system at the time of application on review of the completed student application for admission. A student's initial location at the time of enrollment is defined as where a student is physically located while engaged in their academic program. Students who are not located in a state in which an individual Maricopa Community College(s) is authorized to enroll students or otherwise exempt from authorization may not be enrolled.

Students are required to notify the Maricopa Community College(s) they attend of a change in location. Students may also update their local address at any time in self-service within the student information system. Should college personnel be notified in writing by a student that the physical location where the student will be engaged in their academic program has changed, this is considered a formal receipt of information, and the student will be guided to document the change in self-service within the student information system.

Initial and continued enrollment in an online program may be subject to where the student is physically located while taking the course(s). Students who relocate to a state where the college is not authorized or otherwise exempt, may have their enrollment negatively affected. Students who are pursuing a program leading to licensure or certification should contact the Admissions and Records office at their college to review any potential impacts from a change in location.

2.2.4 Transfer Credit and Prior Learning Assessment

Transfer Credit

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 or sent through an approved electronic transfer method directly from the source institutions to the Admissions and Records/Enrollment Services Office of the receiving institutions. Exceptions may be made for students who are identified as part of a special reverse transfer cohort (e.g. reverse transfer), who have transcript exchange as a cohort condition. Other exceptions may be made on a case by case basis. Hand-carried and emailed transcripts cannot be accepted for an official evaluation. Students should allow approximately 10 days before confirming with your Maricopa Community College that the transcript(s) was received. The Admissions and Records/Enrollment Services office at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request. The award of transfer credit shall not express or imply that all transfer credit will be fully accepted or applied toward all Maricopa degree and certificate requirements.

The Maricopa Community Colleges will evaluate coursework from institutions listed in the *Database of Accredited Postsecondary Institutions and Programs* accredited by recognized U.S. accrediting organizations at the time the coursework was taken. To be "recognized" means that the accreditors in the database have been reviewed by the Council for Higher Education Accreditation (CHEA) or by the U.S. Department of Education (USDE) or both and meet the quality standards of the respective organizations.

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 an approved international credential evaluation service to be translated into English (when applicable), 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 recommended evaluation services.

Conditions of Transfer Credit:

- Credits transferred from outside of MCCCD graded on a plus/minus system are converted to a letter grade associated with MCCCD's grading scale. The conversion of that plus/minus grade will be determined by the grade point value of each grade, as indicated on the grading scale of the transferring institution. Please refer to AR 2.3.3 Grading. Only courses with a grade equal to 2.0 or better (on a 4.0 scale) are transferable.
- Developmental coursework is accepted for the purpose of fulfilling course prerequisites. However, the credit does not apply toward a degree or certificate, and it does not transfer to another postsecondary institution. It does, however, get added to the Transfer Credit Report as part of the evaluation. Course credit below 100 level, earned at a MCCCD institution prior to August 2020 or at a sending institution, cannot be used to calculate grade level.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credits for each quarter credit. For example, 4 quarter credits will convert to 2.68 semester credits. Trimester credits will be determined by the credit definition of the transferring institution, and converted, as needed, to semester credits.
- The age of credit may be considered in applying credit toward degrees and certificate programs as outlined in A.R. 2.2.5 Catalog Under Which a Student Graduates.
- Courses accepted as equivalent do not necessarily apply toward the requirements for the student's declared degree or certificate at MCCCD.

Please refer to 2.3.9 General Graduation Requirements regarding MCCCD residency requirements to graduate.

Prior Learning Assessment (PLA)

The Maricopa Community Colleges are committed to the idea that people deserve credit for verifiable college-level learning, no matter how it was acquired. Many people have developed learning outside of the traditional classroom. This evaluation of credit is referred to as Prior Learning Assessment, or PLA. Prior learning can be identified and assessed in a variety of ways to determine if college credit should be awarded. Credit is awarded only to certificate or degree seeking students who:

1. plan to enroll, and
2. are admitted and matriculated within the college awarding the credit. Exceptions can be made for contractual agreements.

Exceptions can be made for contractual agreements. One such exception includes evaluation of journeymen cards for apprentices from current or former apprenticeship partners, or other registered apprenticeship sponsors and intermediaries. Credits awarded for journeymen have a specific PLA evaluation process and separate fee policies.

PLA credit may be applied toward a degree program, certificate, general education requirements, required courses, restricted electives, and general electives that count toward the student's elected pathway. Some restrictions may apply depending on the specific program of study. PLA credit may also be used to satisfy prerequisite requirements.

Students seeking an associate degree may be awarded no more than 45 credit hours through Prior Learning Assessment, unless required by a specific program of study within the Maricopa Community Colleges. Up to 60 credits earned through PLA can be applied to a bachelor's degree. Evaluated credit from post-secondary institutions and military credit as indicated on Joint Service transcripts, Community College of the Air Force, and Air University are not included in this credit limitation. Evaluated credit and credit awarded for prior learning does not count as hours in residence for graduation requirements. Please refer to 2.3.9 General Graduation Requirements. Exceptions to this institutional regulation must have prior written approval of the Program Director, Faculty Chair, or designee and documentation of rationale and approval included as part of the admission process and/or application to graduate. No more than 20 credit hours may be applied to the Arizona General Education Curriculum (AGEC). Please direct questions about Prior Learning Assessment at the Maricopa Community Colleges to the Admissions and Records/Enrollment Services Office.

Prior Learning Assessment Fee Schedule

Transfer credit from accredited and recognized institutions, international coursework that has been officially evaluated by a foreign evaluator service that is a member of the National Associate of Credential Evaluation Services (NACES), standardized college-level exams (such as CLEP, AP, IB, DSST, CIE), GED exams, Military Transcripts, ACE (American Council On Education) transcripts, credit received through organizations and companies that offer nationally recognized credit evaluated by ACE, NCCRS, etc. (Straighterline, NOCTI, Study.com, etc.), industry recognized credentials, industry/corporate training, Skill Center and clock hour transcripts.	No fees assessed
Departmental Challenge Exam	$40 Administrative fee per Exam Request
Individualized Portfolio or other individualized assessments	$150 Administrative fee per Portfolio Evaluation Request
Journeymen Cards	$500 Administrative fee per Journeymen Card Evaluation

National Standardized Exams

ACE (American Council On Education) has published credit recommendations for a number of national standardized examinations such as the ones listed below in the *Ace National Guide*. The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent coursework as well as elective credit. The number of credits listed in the *Ace National Guide* are recommendations only. A college is not required to grant a student the number of credits recommended.

Scores must be sent directly to the Admissions and Records/Enrollment Services Office from the specific testing companies before credit is awarded; equivalencies are subject to review and change. 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 Prior Learning Assessment policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer. Credit for national standardized exams is awarded based on equivalencies in effect at the time of evaluation. Changes to exams and scores are determined by the respective Maricopa Instructional Councils (ICS) and/or Statewide Articulation Task Forces (ATFS).

Maricopa recognizes the following examinations:

- Advanced Placement (AP)
- American College Testing Proficiency Examination Program (ACT-PEP)
- Cambridge International Exams (CIE), A and AS LEVEL
- College-Level Examination Program (CLEP)
- Defense Activity For Non-Traditional Education Support [DANTES] Subject Standardized Tests (DSST)
- GED, College Ready + Scores
- International Baccalaureate (IB) Diploma/Certificate

Fees for standardized exams are the responsibility of the student.

Current list of exams and scores

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 to Admissions and Records/Enrollment Services before credit is awarded.

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 to Admissions and Records/Enrollment Services.

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 to Admissions and Records/Enrollment Services before credit is awarded.

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 to Admissions and Records/Enrollment Services from CEEB before credit is awarded.

Estrella Mountain Community College, Glendale Community College, South 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.

DSST (Formerly Defense Activity For Non-Traditional Education Support or DANTES)

The Maricopa Community Colleges may award credit for 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.

Currently, DSST proctoring is available at Rio Salado College testing centers. For additional information on registering for DSST examinations, call **(480) 517-8560**.

Students who have taken a DSST examination may receive college credit. Scores must be received directly from DSST before credit is awarded.

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. The transcript needs to be sent directly by the Department of Education to the Admissions and Records Office /Enrollment Services in order to be awarded credit. Disclaimer: test scores are continually reviewed and may be updated at any time.

International Baccalaureate (IB) Diploma/Certificate

Students who present an international baccalaureate diploma/certificate may qualify for college credit. Maricopa grants credit for college-level courses only. Scores must be received directly from the institution where the exams were administered before credit is awarded.

ACE (American Council On Education) Recommended Credit

Educational Experiences In The Armed Services

The Maricopa Community Colleges may award credit for military experiences based on the ACE Military Guide. A student may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- 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.

Organizations Partnered With Ace

ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in the *ACE National Guide*. If a student has received training that appears in the guide, they may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

Credit By Evaluation

Industry Recognized Credentials, Industry/Corporate Training, and Non-Credit Coursework

A variety of professional certifications and industry credentials can be evaluated for college credit through a Credit by Evaluation process. Students may apply for a Credit by Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records /Enrollment Services Office. The credit awarded is based on competencies demonstrated through the successful attainment of the credential or certification, and the training must be verifiable through a third party that has the authority to issue the credential or certification.

Individualized Portfolio Assessments

Portfolios consist of documentation and corresponding narrative submitted for credit that demonstrates comprehensive proficiency of course competencies. Individual portfolios are assessed using current MCCCD standards. If an approved standardized or challenge exam exists, MCCCD may choose not to offer a portfolio option.

Some academic departments may have additional requirements that must be met before credit may be granted through Credit by Evaluation. When credit is granted, a notation of "Other Credits" and the type of training, number of credits, and a grade of Pass "P" 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. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

Departmental Credit By Examinations

Departmental exams may be available for particular courses. If a student is pursuing this option for an approved course, they may apply by obtaining the appropriate form in the Admissions and Records/Enrollment Services Department, paying the required fee, and completing the examination and other requirements of the college. Please refer to Appendix S-4 (Tuition and Fee Schedule) for appropriate fees. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

Additionally:

- Exceptions may be granted at some of the Maricopa Community Colleges for their unique programs of study. Specialized programs may allow courses to be repeated due to the student needing to have recent knowledge of the content in order to progress in the program.
- 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 Exam," a grade and the number of credits will appear on the student's transcript.

PLA and Transfer Disclaimer

If pursuing a transfer degree (AA, ABUS, AS, AAEE, AAFA, or Articulated Academic Degree Program), transfer credit and PLA will be granted for the purpose of satisfying Maricopa graduation requirements. Because credits may not transfer to all colleges or universities, contact your transferring institution to determine their transfer credit and PLA requirements and policies.

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 a degree or to transfer to a college/university, will be required to meet with an academic advisor 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. New Student Orientation

Students who will be attending college for the first time, and intend to earn a degree or to transfer to a college/university, will be encouraged to attend New Student Orientation 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. Course placement assesses students' skill levels in English, reading, and math to help determine which courses students should take first to be successful. 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

The Maricopa 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 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 Placement.
D. Reading placement scores that Indicated "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 for classes 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 colleges have established a process for registration in classes for students under the age of 18 who have not graduated from high school or have a high school equivalency. The final decision for registration into 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 Faculty Chair and/or faculty.

1. Each student under the age of 18 and their parent/guardian are required to complete a separate registration form accepting responsibility for the decision to register in classes. This form must be completed and approved by the designated college administrator in consultation with the faculty each semester.
2. The college may limit the registration/enrollment to not more than six (6) credit hours.
3. 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.
4. Students in Dual Enrollment, Achieving a College Education, and Hoop of Learning programs or other college-sponsored educational partnerships will follow their specific program enrollment guidelines.

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 www.maricopa.edu/students 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

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 tuition and 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.)

With Maricopa Community Colleges Governing Board approval, colleges may assess course fees to offset unique course costs that exceed the expenses of normal instruction that are covered by tuition. These fees are used on course-specific expenses that directly benefit the fee-paying student, such as equipment, consumables, and services. Fees vary by course and by discipline. Course fees are subject to change. Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Refer to AR 2.2.10 (Refund Policy).

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

Current information can be found at: https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-4

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**.

The following is a tuition and fees schedule 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

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 cours.*

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.

E. Debt Incurred as a Minor Student

   i. When a student under the age of 18 enrolls in a course as a minor, a parent/legal guardian or representative is required to accept financial responsibility for all tuition, fees, and fines that may be incurred related to the minor student's enrollment in the Maricopa Community Colleges until the student turns 18 years of age.
   ii. Failure to resolve past due balances may result in an impact of services, including holds on the minor student's account, restricting future registration, other services, and forwarding of any unpaid past due balances to collection agencies.
   iii. Any outstanding balances that remain unresolved when the student turns 18 will become the student's responsibility.

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 for credit-hour courses for employees and their dependents, and tuition and fees as specified for legislatively mandated groups. Special, registration, course 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.

5. 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 refund deadlines listed below will receive a 100% refund for tuition, course and registration fees. Students should refer to the Student Information System (SIS), Student Center, Account Summary for specific refund dates. 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.

Credit and Clock Classes Length of Class	Official Drop Deadlines for 100% Refund
70+ calendar days	7 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
20-29 calendar days	2 calendar days including the class start date
10-19 calendar days	1 calendar day including the class start date
1-9 calendar days	Prior to the class start date

Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.

Definitions:

DROP - WITHIN THE REFUND PERIOD, NO TUITION AND FEES ASSESSED; CLASS AND GRADE WILL NOT APPEAR ON ACADEMIC TRANSCRIPT

WITHDRAWAL - W OR Y GRADE APPEARS ON THE ACADEMIC TRANSCRIPT WHEN A STUDENT IS WITHDRAWN PAST THE REFUND DEADLINE; TUITION AND FEES ARE ASSESSED FOR THE CLASS

2. Refund Policy for Non-Credit Classes

Unless otherwise specified, students who officially withdraw from non-credit classes prior to the class start date are eligible for a 100% refund, including any course fees. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.

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.

Note: Refunds for out-of-state students may also be subject to state law.

3. Canceled Classes

When a class is canceled by the college, a 100% refund will be made for tuition, course fees, and registration fees.

4. Refund Appeals

Students withdrawing from a college or from classes for one of the following reasons must submit an appeal for a refund to the Admissions and Records Office/Office of Student Enrollment Services or designated college official at the college of enrollment within one year from the semester in which the class was taken:

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 classes have not been completed.

5. 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 class or classes 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 appeals 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 classes 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 Admissions And Records Office/Office of Student Enrollment Services or designated college official at 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

Additional Information about Financial Aid may be found at www.maricopa.edu/students website.*

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. Under Arizona state law, undocumented students may qualify for Maricopa County Community College District (MCCCD) scholarships if they meet the terms outlined under Proposition 308.

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 https://studentaid.gov/h/apply-for-aid/fafsa. 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 **available to all Maricopa students**. For more information, visit the scholarship application page, or email: foundation.scholarships@domail.maricopa.edu.

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.

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 Administrative Regulation 2.3.6 Withdrawal 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 www.maricopa.edu/students. 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 www.maricopa.edu/students. 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.

Course Applicability and Level of Enrollment

A student's award amount is based on their enrollment status for the upcoming semester. Enrollment status is determined by the number of credit hours a student is taking at the college where they are receiving federal aid. However, federal regulations stipulate that a student can only use federal funds for those courses required for their current program of study. Students who enroll in a class that does not apply towards their degree, certificate, or other recognized credential, cannot use it to determine their enrollment status, unless it is an eligible remedial course. Students who choose to enroll in a course that is not applicable to their program of study, may be responsible for all charges related to that course.

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.

To remain eligible for federal and state aid programs, students must meet ALL of MCCCD's Satisfactory Academic Progress (SAP) standards regardless of whether a student has received financial aid in the past or not. These standards apply to a student's entire academic records at any MCCCD college, including transfer credit hours accepted by the college.

1. Definitions and Terminology Pertaining to this Policy

1. **Summer**: Enrollment in the summer semester includes all courses scheduled within the summer enrollment period with all coursework counted in the SAP evaluation.
2. **Non-Standard Session / Clock Hour**: Sessions that do not follow the traditional start and end dates for the semester.
3. **Attempted Credit**: Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, Y, or Z is received and courses not yet graded.

4. **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.
5. **Financial Aid Warning**: Status assigned to an eligible payment period for the next enrolled semester after failing SAP GPA (2.0) and/or Completion Pace (⅔). Students not meeting maximum timeframe evaluation are not eligible for a warning period.
6. **Appeal**: A process by which a student who is not meeting the institution's satisfactory academic progress standards is eligible to appeal the institution for reconsideration of the student's eligibility for Title IV, HEA program assistance based on extenuating circumstances.
7. **Extenuating Circumstance**: A one-time (not on-going) circumstance that is beyond the reasonable control of the student. Examples of extenuating circumstances may include, but not limited to:
    a. Documented medical condition or serious illness that prevented you from performing certain life tasks
    b. Documented illness of a family member that required your presence for a significant amount of time
    c. Death of immediate family member which impacted you significantly enough to affect participation in your courses
    d. Involuntary call to active military duty
    e. Documented involuntary change in employment conditions that prevented you from attending classes
    f. Any other extraordinary/emergency circumstances, such as a natural disaster.
8. **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.
9. **Academic Plan:** A plan developed through the SAP Appeal Process which will lead a student to qualify for further Title IV, HEA program funds and complete the program within 150% of published program length.
10. **Financial Aid Suspension**: The status assigned upon failing to meet the minimum SAP standards or the terms of probationary status. Students in this status are not eligible to receive Title IV, HEA assistance.

2. Federal regulations (CFR 668.32(f) and 668.34) require institutions of higher education to evaluate Satisfactory Academic Progress (SAP) using qualitative (GPA) and quantitative (pace of progression) standards.
3. Qualitative and quantitative measures of SAP are required to ensure students receiving Federal Student Aid are progressing towards the completion of a degree or certificate within an eligible program.
4. Specific requirements for academic progress for Federal Student Aid recipients are applied differently than Scholastic Standards. Federal regulations state that SAP Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Standards are applicable for all enrolled payment periods, including all levels of enrollment (full-time or part-time enrollment). Students will be evaluated using the standards described below.
5. Failure to meet any of the minimum standards outlined below will result in a student's loss of HEA, Title IV Federal Student Aid.

Evaluation Period

1. Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each payment period. For credit hour programs, a payment period is a semester (Fall, Spring, and Summer). For clock hour programs, a payment period / evaluation will depend on the hours required in the program.
2. Standards of Satisfactory Academic Progress (SAP) are evaluated based on qualitative (GPA), quantitative (pace of progression), and maximum timeframe. Failure to meet any of these standards may result in the loss of eligibility for financial aid. Grades of F, I, N, W, Y, Z, and courses not yet graded are considered attempted, but not completed in evaluating SAP. Late grades will be recalculated and may change eligibility.

1. **Grade Point Average Qualitative Measurement:** Students must maintain a 2.0 cumulative Grade Point Average in order to meet SAP GPA requirements.
2. **Pace of Progression Quantitative Measurement**: Students must successfully complete 2/3 (66.67%) of all attempted course work. For clock hour programs, please refer to program attendance requirements.
3. **Maximum Time Frame Measurement**: Students must be able to complete their program within 150% of the published program length. Once students have attempted 150% of the published program length, they are no longer eligible for Federal Student Aid. For example, a 16 credit certificate program will allow up to 24 credit hours to complete the program. A 60 credit Associate's degree will allow up to 90 credit hours to complete the program. A 120 credit bachelor's degree will allow up to 180 credit hours to complete the program.

3. Courses included in SAP evaluation:
   a. All attempted coursework, regardless of enrollment status
   b. Courses funded through a Consortium Agreement
   c. All attempted remedial credits, including English as a Second Language (ESL) courses
   d. Repeated course work
   e. All transferred coursework
   f. Grades attempted, but not completed (F, I, N, W, Y, Z)
4. Course work included in the Maximum Time Frame evaluation:
   a. All of those included in the Pace of Progression evaluation
   b. Any Bachelor's degree (or higher) earned will be considered to have exhausted maximum timeframe eligibility
   c. All coursework forgiven through the Academic Renewal Process
5. Course work not included in SAP evaluation:
   a. Audited courses
   b. Non-credit courses
   c. Credit by examination
   d. Credit for prior learning option (as outlined in the college general catalog)

Notification

Students who have applied for Federal Student Aid, but are not meeting Satisfactory Academic Progress requirements, will be notified via email of their FA Warning or ineligibility for financial aid. The notification will direct students to information regarding available college resources during the Warning Period and the appeal process in cases of extenuating circumstances.

Financial Aid Warning

Students are allowed a warning period upon failing Qualitative and/or Quantitative SAP standards. The warning period allows one (1) payment period (semester) of Federal Student Aid eligibility upon failing SAP. The warning period will follow the semester for which SAP was not met, meaning the next semester for which the student registers for classes. In order to receive the Warning period, students must be meeting Maximum Timeframe requirements.

SAP Appeal

Any student who has lost federal student aid eligibility due to a resolved, one-time extenuating circumstance may appeal to have their financial aid reinstated by completing a Satisfactory Academic Progress Appeal Form. The form must address:

1. what caused the student's work to fall below acceptable standards--specific explanations must be provided, including any supporting documentation,
2. each incomplete/failed course,
3. how the extenuating circumstance has been resolved, and
4. how the student will maintain good academic standards and progress toward the degree if the appeal is granted.

The outcome of the appeal will depend upon:

1. the nature of the extenuating circumstances (if the stated circumstance qualifies as such),
2. the quality of the documentation provided, and
3. how well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

All documentation submitted is confidential. All decisions are final and cannot be appealed. For assistance in completing the SAP appeal paperwork, including examples of supporting documentation, visit your college Financial Aid Office.

Students will be notified of the results of their appeal within fourteen business (14) days of filing the appeal. Notification will include any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary period. Appeals granted longer than one (1) payment period must include an academic plan, which must be followed. Failure to follow an approved academic plan will result in immediate suspension of Federal Student Aid. Students are responsible for any and all debt incurred as a result of this adjustment to financial aid.

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. Transfer coursework taken at other colleges will be considered for reinstatement purposes.

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

Policy Summary Statement

To provide guidance on the treatment of federal student aid (Title IV) funds when a student withdraws from a Maricopa College.

Definitions

Date Of Determination – The date of determination is the date in which the school determines that a student ceased attendance or completely withdrew from school. This may be the date that the institution becomes aware that the student ceased attendance, or the date that the student begins the official withdrawal process at the school.

Earned Aid Calculation – A formula used to determine the amount of Title IV aid the student earned for the payment period. To calculate the amount of Title IV aid earned by the student multiply the percentage of Title IV aid earned by the student, by the total amount of Title IV aid disbursed (including that which could have been disbursed to the student or on behalf of the student), for the payment period as of the student's withdrawal date.

Official Withdrawal - The process by which a student begins the school's official withdrawal process or provides official notification to the school of his or her intent to withdraw. The student's approach to his or her withdrawal directly impacts the school's date of determination for which the student ceased attendance, and is used in the return of Title IV funds calculation.

To officially withdraw, the student will need to notify a designated office; this office for most MCCCD colleges is the Admissions and Records department. The designated office staff will assist the student to complete the withdrawal process. Schools will utilize a change in student status or comparable form to record a student's withdrawal, official or unofficial (see "unofficial withdrawal" definition). The School Registrar will determine the last date of attendance based on federal and institutional policy and the school's date of determination. The date of determination is either the date that the student began the prescribed withdrawal process, or the date that the student provided the school with an official notification of his or her intent to withdraw, whichever is later. If the student is present, the student will sign and date the change in status or comparable form. Designated office staff will also sign and date the form, and retain it in the student's file at the school.

Order of Return of Title IV Funds - A federally prescribed order for returning Title IV funds required as a result of a return of Title IV funds calculation. Unearned funds, returned by either the institution or the student, are credited to the programs from which the student received the aid from during the payment period, up to the net amount disbursed from each program. Funds will be returned based on the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct Plus Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. FSEOG
7. Teach Grants

Percentage of Title IV Aid Earned – definitions for term, and modular programs below, in accordance with ED regulations:

Title IV Credit Balance - A Title IV credit balance occurs whenever the amount of Title IV funds credited to a student's account for a payment period exceeds the allowable charges associated with the semester (payment period). All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

Standard Term Programs

Upon the withdrawal, the District Office Student Financial Services (DOSFS) will calculate the percentage and amount of awarded federal student aid funds that the student has earned in the payment period. in some cases and depending upon the withdrawal date and percentage of completion, the student may earn 100 percent of the fsa funds, the calculation will still be completed as required and the amount earned will be based on the percentage of the term or payment period that was completed in days up to and including the last date of attendance or eligible academic activity, with scheduled attendance locked at census / pell recalculation. To calculate the amount earned, DOFA will determine the percentage by dividing the number of calendar days completed in the term/payment period up to and including the last date of attendance by the total number of calendar days in the term/payment period. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period. All scheduled breaks during the term / payment period are excluded from the calculation.

Modules

A program that is offered in modules is a program that consists of course(s) in the program that do not span the entire length of the payment period or period of enrollment. ***Regulatory change effective JULY 1, 2021: a program is offered in modules if the program uses a standard-term or non-standard term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the payment period or period of enrollment***. The DOSFS will calculate the percentage and amount of awarded federal student aid that the student earned within the payment period. If the student has completed more than 49 percent of the payment period, or has completed all of the degree requirements from his/her program before completing the days/hours in the period that he/she was scheduled to complete, or if the student completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period, or the school receives written notification that the student will attend a module that begins in the same payment period or period of enrollment, the student is not considered to have withdrawn, and a Return of Title IV Funds (R2T4) is not required and will not be calculated.

When a student withdraws from the payment period before completing 49 percent of the payment period, the amount of federal student aid the student earned is determined based on a specific formula. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period, with scheduled attendance locked at census / Pell recalculation. Scheduled breaks are excluded from the calculation. The amount of assistance the student earned is determined on a rate-of-progression basis.

Post-Withdrawal Disbursement - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is more than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered earned aid, and must therefore be applied to outstanding charges on the student's account and/or directly disbursed to the student.

Return Of Title IV Funds (R2T4) - When a recipient of Title IV aid withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the school must calculate the amount of earned and unearned Title IV aid and compare this to the amount of aid disbursed at the date of determination, to determine how to proceed.

If it is determined that the amount of Title IV aid disbursed exceeds the amount of Title IV aid earned, a return of Title IV funds is due, and both the school and the student may have a responsibility for returning the unearned portion of the funds. The school must return the unearned portion of Title IV aid for which the school is responsible for and notify the student of the unearned portion of Title IV aid that the student is responsible for and therefore must return.

If it is determined that the amount of earned Title IV aid exceeds the amount of Title IV aid disbursed, the student may be eligible for the amount of aid not yet disbursed, in the form of a post-withdrawal disbursement. A post-withdrawal disbursement must be made within 180 days of the date the institution determined that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV aid and has no relationship to incurred educational costs. All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

Title IV Loans

For unearned funds calculated to be returned by the school:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the loan type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school. The school must return the lesser of the amount of Title IV funds not earned, or the amount of institutional charges that the student incurred for the payment period multiplied by the percent of funds not earned.

For unearned Title IV funds calculated to be returned by the student:

If there is a remaining balance of unearned Title IV aid which needs to be returned, after the school has returned its portion of unearned Title IV aid, the student (or the parent for Plus loan) is responsible for returning this amount. While the student must return or repay any unearned Title IV loan amount in accordance with the terms of the loan, the student must repay any unearned Title IV grant funds as an overpayment of the grant. The student's portion is calculated by subtracting the amount of unearned Title IV aid that the institution is required to return from the total amount of unearned Title IV aid required to be returned. If it is calculated that unearned loan(s) need to be returned by the student, the center will notify the lender or servicer of the student's last date of attendance; the student will not need to repay the loan(s) immediately, but will repay the loans based on the terms of the promissory note. The lender or servicer will notify the student or parent, per the terms of the promissory note.

Title IV Grants

For unearned funds calculated to be returned by the school or student:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the grant type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school.

Return Of Unearned Aid - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is less than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered unearned aid, and must therefore be returned to the Title IV program in a specified order, by either the school, the student, or both.

Unofficial Withdrawal (also known as an "administrative" withdrawal) - A student who did not begin the official withdrawal process or provide notification of his or her intent to withdraw; the date of the school's determination that the student withdrew would be the date that the school becomes aware that the student ceased attendance. See "official withdrawal" definition above.

A student who does not notify the school that s/he is withdrawing but ceases attending, is administratively withdrawn by the school within 14 days of non attendance; this is otherwise known as an unofficial withdrawal. A student is administratively withdrawn from school when the student violates the school's published attendance policy, which adheres to state licensing and accreditation requirements. Please see the school's catalog for its current attendance policy.

Withdrawal Date (also known as the "last date of attendance") - The date that the student begins the school's withdrawal process or the date that the student provides official notification of intent to withdraw, whichever comes earlier. If the student does not provide any official notification of intent to withdraw, the withdrawal date will be determined by the school, and depend upon the student's circumstances.

Federal Title IV Refund Policy

If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the school must perform a Return of Title IV Funds (R2T4) calculation to determine the amount of Title IV federal student aid funds earned by the student. If the calculation determines that the amount of Title IV aid disbursed to the student is greater than the amount the student earned, the unearned Title IV funds must be returned to the program. If it is determined that the amount of Title IV aid disbursed to the student is less than the amount the student earned (and for which the student is otherwise eligible for), the student may be eligible for a post-withdrawal disbursement for the earned Title IV funds not yet disbursed to the student.

The R2T4 calculation is required if a student receiving Title IV federal student aid ceases attendance or completely withdraws from all courses without completing the semester (payment period).

The school must determine the amount of Title IV aid earned by the student, as of the withdrawal date. Once the earned portion is calculated, the unearned portion is calculated to determine if funds must be returned to the program or a post-withdrawal disbursement is necessary. Federal policy is followed to determine the amount of Title IV aid earned on a case by case basis. The R2T4 calculation is always required when a student fully withdrawals or ceases attendance prior to the scheduled end of the semester, the calculation may determine that the student earned 100% of Title IV funds and will not be required to return funds. A Return of Title IV Funds worksheet is calculated when a student ceases attendance in all courses within the scheduled semester (payment period), i.e. withdrawal.

Withdrawal Procedure Overview:

Policy Disclaimer

This policy serves as a guideline for the refund of Title IV and tuition procedure with the understanding that it does not cover every possible scenario. As a result, complex areas may arise where certain refund procedures may need to be addressed on a case-by-case basis.

Party(ies) Responsible For Policy Training

MCCCD District Office of Financial Aid Compliance and Operations / Office of General Council. District Director Of Financial Aid Operations and Compliance. The policy owner is responsible to determine the method, means and frequency of training on this policy.

Exceptions

Requests for an exception to this policy should be addressed to the policy owner as outlined in the procedure for requesting a policy exception.

Policy Review/Update and Audit

This policy will be reviewed annually. Compliance with this policy is audited on a random basis by Internal Audit.

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 other Bacheor Degree awarding 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 other institutions [such as the MYPATH2ASU™, the UA Bridge Program, 2NAU and 90/30 Transfer Agreements] are official, recognized programs of study that fulfill degree requirements at both institutions. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study. A complete list of MYPATH2ASU™ requirements by major and catalog year is maintained on ASU'S website, at Transfer.

Arizona Public Community Colleges and Universities

Maricopa is a participant in the Arizona Statewide Transfer System. 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://www.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 programs of study. AZ Transfer Course Equivalency Guide

Transfer Credit Disclaimer

There may be limitations on the transfer of credit (e.g. age of the credit, remedial courses, credit earned through prior learning assessment). Students are encouraged to work with their intended transfer institution to maximize the acceptability and application of credits towards specific university requirements.

(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 at the transfer institution. To access a list of institutions with which Maricopa has established articulation agreements, visit: 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://www.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 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 (VA) 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.

Prior to enrolling, eligible service members receiving tuition assistance must speak with an Education Services Officer (ESO) or counselor within their military service branch/ organization.

Veteran's benefits available:

- Chapter 30 — Montgomery GI Bill®
- Chapter 31 — Veteran Readiness and Employment (VR&E)
- 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

  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

Covered individuals (as defined in 38 U.S.C. § 3679) utilizing Chapter 33, Chapter 30, Chapter 31, Chapter 32, Chapter 35, or Chapter 1606 VA education benefits may attend or participate in a program of study during the period beginning on the date the individual provides the educational institution a Certificate of Eligibility (COE), a Statement of Benefits obtained from eBenefits, or a purchase order for Chapter 31, and ending on the earlier of the following dates:

1. The date upon which payment from the VA is made to the institution;
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

No penalty, including the assessment of late fees, and/or the denial of access to classes or other institutional facilities will be imposed on the individual due to the delayed disbursement funding from VA under Chapter 33, 30, 31, 32, 35, or 1606.

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.

Rio Salado students using Veterans (VA) Education benefits, who cease attendance for courses attempted within a term, are subject to the attendance requirements in the catalog section 2.3.2 Attendance. Students who fail to meet the attendance requirements for courses attempted within a term will be reported to the Department of Veterans Affairs. Rio Salado students using VA Education benefits who are pursuing a degree or certificate must adhere to the institutional VA academic progress policy guidelines. They will be suspended from their VA Education benefits after two consecutive semesters of probation. If a student is on suspension, the student will not be eligible for VA benefits in the future.

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 www.maricopa.edu/students, 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 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://www.maricopa.edu/degrees-certificates/university-transfer.

Prior Credit Evaluation:

Department of Veterans Affairs requires that all persons using any type of veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

2.3.1 Academic Load

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50 minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification. As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.

Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.

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.

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.

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 Administrative Regulation 2.3.6 Withdrawal 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 Administrative Regulation 2.3.6 Withdrawal for Withdrawal Procedures)

Please note: Unless a shorter time frame is specified in the course syllabus, online students who have not successfully completed the course may be withdrawn or assigned a failing grade after 14 days of non-participation. 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. Reference: 2.3.3 Grading Policy

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, provided the student has utilized the Religious Accommodation Procedure outlined in ND-4 of the Administrative Regulations Appendices. The Procedure and Religious Accommodation form may be found at ND-4. As outlined in the ND-4 Religious Accommodation Procedure, to the extent possible, requests must be made at least two (2) weeks before the requested absence from class due to religious holiday or day of observance by providing the faculty member with the Religious Accommodation Request Form. Once a religious accommodation is granted, the student must make arrangements with each instructor for make-up work.

3. Excused Military Absences

A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state and who is ordered to either state or federal reserve component duty or a person who is the spouse of a member of the National Guard of this state or any other state or the United States Armed Forces Reserves, who is a student at an institution of higher education in this state and whose spouse is ordered to either state or federal reserve component duty, whether the member or spouse is attending class in person or online and whether the member is stationed in or outside of this state, may do any of the following:

A. Withdraw from one or more courses for which tuition and fees have been paid. the tuition and fees must be credited to the student's account at the institution. Any refunds are subject to the requirements of the state or federal financial aid programs of origin. The student may not receive credit for the courses and may not receive a failing grade, an incomplete or another negative annotation on the student's record and the student's grade point average may not be altered or affected in any manner because of the student's withdrawal under this subsection.

B. Depending on when the member is ordered to either state or federal reserve component duty and depending on the individual student's needs, receive a grade of incomplete and be allowed to complete the course if the course is being offered at the time to other students on release from reserve component duty under the institution's standard practice for completion of incompletes.

C. In accordance with any academic unit or institution of higher education requirements or in compliance with accreditation or certification standards, when applicable, continue and complete the course for full credit. Class sessions the student misses due to state or federal reserve component duty must be counted as excused absences and may not be used in any way to adversely impact the student's grade or standing in the class. Any student who selects this option is not automatically excused from completing assignments due during the period the student or student's spouse is performing state or federal reserve component duty. A letter grade or a grade of pass may be awarded only if the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade.

D. Withdraw and be readmitted with the same academic status and enrolled as a student at the institution, without penalty or redetermination of admission eligibility, within one year after the release of the student or student's spouse from state or federal reserve component duty.

1. A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state, who is ordered to either state or federal reserve component duty and as a result of that service or follow-up medical treatment for an injury incurred during that service, misses any test, examination, laboratory, presentation or class day on which a written or oral assignment is due or other event on which a course grade or evaluation is based may make up the test, examination, laboratory, presentation, class or event without prejudice to the final course grade or evaluation. The makeup activity must be scheduled after the student's return from reserve component duty and after a reasonable amount of time for the student to prepare for the test, examination, laboratory, presentation, class or event.

2. For class sessions a student described in subsection a of this section misses due to state or federal reserve component duty, the institution of higher education shall excuse the student's absences and not use these excused absences in any way to adversely impact the student's grade or standing in class.

3. If the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade without making up the test, examination, laboratory, presentation, class or event, a grade may be awarded without the makeup activity and the missed test, examination, laboratory, presentation, class or event may not be used in any way to adversely impact the student's grade or standing in the class.

4. The protections in this section may be invoked as follows:

   a. If the state or federal reserve component duty is known in advance, the student must submit evidence documenting the state or federal reserve component duty to the faculty member teaching the course early in the semester or as soon as practicable before the missed class, assignment or examination.

   b. If the state or federal reserve component duty is not known in advance, the student is responsible for providing evidence of the state or federal reserve component duty to the faculty member teaching the course as soon as practicable after the missed class, assignment or examination.

   c. The student or an appropriate officer from the military organization in which the student or student's spouse will be serving must give written notice that the student or student's spouse is being or has been ordered to reserve component duty as prescribed in this section.

   d. On written request from the institution of higher education, the student shall provide written verification of service.

5. To readmit a person with the same academic status means that the institution admits the student to the same program to which the student was last admitted by the institution or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program, per CFR 34 668.18 (a)(2)(iii)(A).

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

Grade	Value	Grades Calculated In GPA	Considered An Attempt	May Be Repeated
A	4.0 - Excellent	Yes	Yes	No
B	3.0 - Above Average	Yes	Yes	Yes
C	2.0 - Average	Yes	Yes	Yes
D	1.0 - Below Average	Yes	Yes	Yes
F	0.0 - Failing	Yes	Yes	Yes
I	Incomplete	No	No	N/A
IP	Course In Progress	No	No	N/A
N	Audit	No	No	N/A
W	Withdrawn, Passing	No	No	N/A
Y	Withdrawn, Failing	Yes	Yes	Yes
P*	Credit	No	Yes	Yes
Z	No Credit	No	Yes	Yes

*A "P" is judged to be equivalent to a grade of "C" OR HIGHER.

Attempt definition: a student is enrolled in a class and receives a grade of A, B, C, D, F, Y, P, or Z.

Students who wish to attempt a course after the fourth time will need assistance from the Admissions & Records/Enrollment Services Office to enroll.

If a student has been awarded financial aid, veterans benefits, or other military tuition assistance programs, scholarships, or grants they should check with those offices about repeating classes.

The student is responsible for any tuition and fees associated with each attempt.

NOTE: Grading errors discovered after the sixty (60) day expiration date can be corrected if they have been researched by the Director of A&R/Enrollment Services and the Instructor of Record or the Department/ Division Chair.

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, they 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 nor will they be allowed to attend or otherwise participate in a current class in order to make up the missed work.

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. GPA Calculation

There are three types of GPAS: Semester, Overall cumulative, and Graduation.

Type	Calculation	Located
Semester GPA	Calculated using the courses taken in the semester at a single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
Overall Cumulative GPA*	Calculated using all courses taken at a single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
Graduation GPA	Calculated using all the courses applied toward graduation with a specific degree or certificate, including courses taken at the award-granting Maricopa Community College as well as transfer credit evaluated as equivalent from other Maricopa Community Colleges or other institutions.	Degree Progress Report

The grade point average (GPA) of a student will be calculated by multiplying the number of course credits/semester hours for each course by the grade point values associated with the grade received in that course, adding those totals together, and dividing that sum by the total number of course credits/semester hours. MCCCD has a 4.0 scale and does not use a weighted GPA calculation for honors or advanced placement courses.

For a semester GPA, as well as the cumulative GPA, use all regularly graded courses in the GPA calculation.* Refer to the grade key to identify which course grades count toward the GPA calculation. The cumulative GPA is calculated based on individual courses rather than as an average of semester GPAs. All GPAs are truncated to three decimal points.

*The lower grade of courses repeated for credit (Refer to Repeating a Course/Improving a Grade) and academic renewal courses (AR 2.3.7 Academic Renewal) are not calculated in the GPA.

Example:

Course	Grade	Numerical Grade Point Equivalent	Course Credits	Grade Point Value (Quality Points = Grade Point x Credits)
ENG101	A	4.000	3.00	12.000
PSY101	C	2.000	3.00	6.000
FYE101	B	3.000	1.00	3.000
MAT140	B	3.000	5.00	15.000
PED115	P	0.000	2.00**	0.000**
Total			14.00	36.000
36.00 Grade Point Value / 12.00** Course Credits = 3.000 GPA ** The P Grade is not calculated into the GPA per the Grade Scale				

7. 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 Standing, Warning, and Probation

Academic standing is defined by the student's GPA. The GPA is calculated by dividing the number of grade points earned in courses that assign letter grades by the number of credits attempted.

The purpose for the academic standing, warning and probation policies is to establish a formal process through which the faculty, staff, and administration at the Maricopa Community Colleges may identify and provide support to students who experience academic difficulty and fall below a cumulative grade point average (GPA) of 2.0. The combined cumulative GPA includes computation of grades for both Maricopa and posted transfer courses. It is not intended to discourage or penalize students. Rather, this process reflects the commitment of the college's faculty, staff, and administration to provide students with assistance and support to ensure success in achieving their educational goals.

Academic Good Standing

Students in academic good standing have a GPA of 2.0 or higher.

Academic Warning

Students who do not achieve a minimum cumulative GPA of 2.0 after completion of up to eleven (11) or fewer credit hours are placed on academic warning. If a student does not achieve the minimum cumulative GPA of 2.0 after completion of twelve (12) credit hours, the student will be placed on academic probation for at least one additional term.

Academic Probation

A student will be placed on academic probation if, after completion of a total of twelve (12) or more credit hours at the college, 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 a written appeal is filed by the student and reviewed by counseling faculty for academic support guidance (e.g., time management, test taking techniques, study skills, etc.) and the designated Academic or Student Affairs Dean or designee as determined by the college.

A student on academic probation who fails to raise the cumulative grade point average to 2.0 will be placed on continued probation and may be limited to taking six (6) credit hours unless reviewed by a counseling faculty for academic support (e.g., time management, test taking techniques, study skills, etc.) and the designated Academic or Student Affairs Dean or designee as determined by the college.

Students who receive an academic warning or who are placed on academic probation may be required to meet with an Academic Advisor or other designated intervention team members or engage in other intervention strategies prior to enrolling in courses to discuss an academic improvement plan which may include referrals to academic support, tutoring, and/or student support services to help them achieve good standing. Students using federal financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid office and Veterans Services office to review possible impacts to their funding. See S-5 Student Financial Assistance.

Also see: 2.3.11 Academic Misconduct

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 and Final Grade Grievance Process

Overview-please note the requirements for review which include specific written documentation and signatures, etc.

Instructional Grievance

When there is a complaint by a student against a full-time or adjunct faculty member, proper district or college authority will work in confidence with the parties to resolve the conflict. A full-time or adjunct faculty member will not be required to respond to any complaint that is not in writing over a complainant's signature or to complaints that do not have specific documentation of incidents such as dates, times, etc. this complaint must be made available to the full-time or adjunct faculty member involved.

- **Step One:**
  - A student who feels that they have been treated unfairly or unjustly by a full-time or adjunct faculty member 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) business days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
  - This instructional grievance process shall not be utilized in a case in which a student feels they have experienced discrimination. If the student feels that they have experienced discrimination on the basis of race, color, religion, national origin, gender, age, disability, veteran status, or sexual orientation, the student shall refer to the discrimination complaint procedures for students as administered by the college's Equal Opportunity & Title Ix Regional Director or designee.

- **Step Two:**
  - IF, within ten (10) business days of the request for the conference with the full-time or adjunct 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 complaint with the Faculty Chair and appropriate administrative office at the college. This written complaint must be filed within ten (10) business days following the previous deadline. The written complaint will be given to the full-time or adjunct faculty member five (5) days before any official meetings are convened.
  - Upon receipt of a written complaint, the Faculty Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The full-time or adjunct faculty member may ask that the Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process.
  - A full-time or adjunct faculty member will not be required to respond to a complaint that is not in writing and that, when appropriate, did not have the specific documentation including dates, times, materials, etc. the written complaint will be made available to the full-time or adjunct faculty member.
- **Step Three:**
  - If the complaint is not resolved at this level within ten (10) business days, the student should forward, to the VPAA or appropriate college administrative office, a copy of the original written complaint with an explanation regarding action taken at each prior level. The VPAA or appropriate college administrative officer will meet with the student, full-time or adjunct faculty member, the Faculty Chair, and the Faculty Senate President (the latter upon request of the full-time or adjunct faculty member), and attempt to resolve the issues. This level will be the final step in any complaint process regarding grades.

If the complaint, other than those concerning grades, is not resolved by the VPAA or the appropriate college administrative officer, it may be forwarded in writing by the student to the College President for final resolution. The College President or designee will expedite a timely examination of the issues and will issue a final written determination in the complaint process.

Final Course Grade Appeal

This process is to be used to appeal the final instructional grades for a course. Assignment or exam grades may be reviewed in this process if they impact continuation in a program.

A final grade can only be changed by the instructor of record through this process, except for extraordinary circumstances as outlined below.

This process should not be utilized in a case in which a student feels that they have experienced discrimination or harassment. A student who feels that they have experienced discrimination on the basis of race, color, religion, gender, sex, sexual orientation, gender identity, or national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information should refer to the discrimination complaint procedures for students found on the district's student and faculty resources webpage.

In addition, a student who feels that they have experienced sexual harassment should refer to the sexual harassment policy for students.

Timeliness Of Appeal

Any appeal of a final grade must be initiated no later than sixty (60) calendar days from the date the grade is issued. Absent exceptional circumstances, as determined at the sole discretion of the Faculty Chair, no untimely appeals will be considered. The resolution timeline for grade appeals that occur after the spring semester may be deferred until the first day of accountability of the following fall semester if so desired by the full-time or adjunct faculty member who assigned the grade.

Process Deadlines

The Faculty Chair or VPAA, as appropriate based on the level, may, upon a showing of good cause, extend any of the deadlines set forth in this process. Alternatively, any deadline may be extended by mutual agreement of the full-time or adjunct faculty member and student.

Documentation

The student is responsible for providing a rationale for initiating a grade appeal. Any documentation to support the student's appeal is encouraged.

Remedies

Remedies under this process may include, as appropriate, a change in the grade received for the course, exam, project, or other assignment. Documentation of the resolution will be housed within the department/division.

Final Grade Appeal Process

Faculty Level

- A student who wants to appeal a final grade shall first attempt to resolve the issue with the full-time or adjunct faculty member involved.
- The student shall initiate the process by submitting to the full-time or adjunct faculty member a written grade appeal explaining why they feel there is an issue with the final grade.
- Upon receipt of the written grade appeal, the full-time or adjunct faculty member shall contact the student to make arrangements for discussing the appeal.
- Communication may occur in person, by phone, by mail, or by online means.
- The full-time or adjunct faculty member and student shall make reasonable efforts to conduct the meeting within fifteen (15) business days from the submission of the written grade appeal.
- When discussing concerns or complaints with an instructor it is most effective to arrange a time when the instructor is available for a confidential conversation.
- The full-time or adjunct faculty member shall attempt to investigate and resolve the issue and inform the student of the resolution no later than ten (10) business days from the date of the meeting between the student and full-time or adjunct faculty member.
- If the full-time or adjunct faculty member is unavailable or fails to timely resolve the appeal, the student may escalate their appeal to the department/division level.
- A record of the resolution or reasons for non-resolution will be documented by the full-time or adjunct faculty member.

Department/Division Level

- If, after ten (10) business days, the appeal remains unresolved; the full-time or adjunct faculty member has been unable to meet with the student; or the student believes that the full-time or adjunct faculty member has reached an resolution, the student may, within ten (10) business days, forward the written appeal to the Faculty Chair. Upon receipt of the written appeal, the Faculty Chair will meet with the parties to attempt to resolve the appeal.
- The full-time or adjunct faculty member may ask that the college Faculty Senate President or designee attend any meetings to advise on concerns of policy.
- The student shall have the right to be assisted by any member of the college community they choose. A student who elects to be assisted by a member of the college community must notify the college community member's supervisor and Faculty Chair of the name and contact information of the college community member not less than two (2) business days before the scheduled meeting.
- The college community member may not be serving in a legal capacity. The student is responsible for presenting their own information and, therefore, the college community member is not permitted to speak on behalf of or participate directly in any final grade appeal process meeting. The meeting may take place in person, by telephone, by mail, or by online means. Every attempt will be made to maintain confidentiality during this process.
- A record of the resolution or reasons for non-resolution will be documented by the Faculty Chair on the intake form.

VPAA Level

- If the appeal is not resolved at the department/division level within ten (10) business days, the student may forward the written appeal to the VPAA or designee a copy of the written appeal with an explanation of the action taken at each prior level.
- The VPAA or designee will meet with the student, full-time or adjunct faculty member, the college Faculty Senate President (if requested by the full time or adjunct faculty member), the member of the college community (if requested by the student), and the Faculty Chair to attempt to resolve the matter.
- The VPAA or designee shall issue a written decision regarding the outcome of the appeal no later than ten (10) business days following the date of the meeting.
- Except as outlined below (extraordinary circumstances), this is the final level of review for appeals regarding grades. A record of the resolution will be documented by the VPAA or designee on the intake form.

Extraordinary Circumstances

- In extraordinary circumstances and where the VPAA deems it necessary in the interest of fairness, the VPAA may convene a committee to resolve the appeal. To minimize conflicts of interest, the committee shall be composed of neutral parties including:
- At least one full-time faculty member from the academic discipline from which the appeal rises.
- One faculty senate member as designated by the college Faculty Senate President; the Faculty Chair.
- the Dean of Instruction or appropriate college/center administrative officer.
- A student from the student government or similar representative body. The committee will issue a written decision, which shall be final and binding as to appeals regarding grades.
- Examples of extraordinary circumstances may include, but are not limited to the following:
- The faculty member is no longer employed within the district.
- The faculty member deviated substantially from the course syllabus or any communicated changes in the course syllabus.
- Other review processes of the faculty revealed inconsistencies in grading/assessment practices or unprofessional behavior.

Within thirty (30) business days of seating the committee, a resolution must be reached and documented. This is the final level of appeal for grades reviewed under this process.

Expedited Grade Appeal Process For Technical Errors Or Omissions

This process may be used only to resolve grade appeals regarding technical errors or omissions in calculating or recording (a) a grade on an exam, project, or other assignment, or (b) an overall course grade. The grade appeal process should be used to process all other appeals regarding grades. This is the exclusive process for appeals regarding technical errors or omissions in grading.

Faculty Level

- A student who feels that a technical error or omission has occurred with respect to the calculation or recording of a grade shall first attempt to resolve the issue with the full-time or adjunct faculty member who issued the alleged incorrect grade.
- An appeal regarding a technical error or omission in grading must be brought to the full-time or adjunct faculty member's attention no later than fifteen (15) business days from the date the student knew or reasonably should have known of the error or omission.
- The student shall provide the appeal to the full-time or adjunct faculty member in writing. The full-time or adjunct faculty member shall attempt to investigate and resolve the appeal and inform the student of the resolution no later than ten (10) business days from the date the student first reported the appeal to the full-time or adjunct faculty member.

- If the full-time or adjunct faculty member is unavailable or fails to timely resolve the appeal, the student may escalate the appeal to the department/division level. A record of the resolution or reasons for non-resolution will be documented by the full-time or adjunct faculty member.

Department/Division Level

- If the full-time or adjunct faculty member or representative faculty member has not resolved the appeal within ten (10) business days, or if the student believes the full-time or adjunct faculty member or representative faculty member has reached an erroneous resolution, the student may within ten (10) business days forward the written appeal to the Faculty Chair.
- The Faculty Chair shall investigate the appeal and inform the student of the resolution no later than ten (10) business days from the date the student reported the appeal to the Faculty Chair.
- The decision of the Faculty Chair is final and binding. Once a resolution has been made at any level of the process, it is considered final and will be documented as such. The request for the grade appeal cannot be reopened.

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

The Office of Admissions and Records/Office of Student Enrollment Services provides information about the withdrawal process. To withdraw from a course or courses from the college, students must follow approved procedures as outlined below. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services. Withdrawal from a course (or courses) does not automatically qualify for a refund of tuition and fees. Tuition and fee refunds will be calculated based on 2.2.10 Refund Policy or reviewed under the refund appeal process. Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

Types of Withdrawals

Student withdrawal: Is a change in the student's course schedule where one or more courses are withdrawn before the end of the term.

Faculty withdrawal: Occurs when a faculty member withdraws a student.

Compassionate withdrawal: Is considered when a sudden emergency or severe change in personal circumstances, result in an inability to continue/complete courses. The student provides a written statement of their situation and any documentation to support this request if applicable (e.g. death certificate, accident report, etc.) Steps outlining the process are available in Appendix S-20.

Medical withdrawal: Is considered when there is an unexpected serious illness or injury that prevents the student from continuing with their course or courses. The medical withdrawal policy covers physical health and mental health difficulties. All applications for compassionate and medical withdrawal that are submitted by the student, or on their behalf, require thorough and credible documentation. An approved medical/compassionate withdrawal request will result in a note on the student's official transcript, under each course affected by the withdrawal clarifying that the withdrawal was for extenuating circumstances, although the specific reason will not be identified to maintain privacy. Medical and compassionate withdrawal applications and supporting documents are retained for at least five years and filed securely. If a request for refund has also been made, further assessment is done to determine eligibility. Steps outlining the process are available in Appendix S-20.

Leave of absence: Assists and encourages students to return and graduate after an absence due to military deployment, service on an official church mission, or with a foreign aid service of the federal government. If your absence is due to this or any other reason, you may be eligible to return to a Maricopa College through a quick re-entry process, which permits students to enroll without submitting a new application if they previously attended a Maricopa College. If the leave of absence is due to military commitments, students should also reference Administrative Regulation 2.2.3(3).

Withdrawal of Financial Aid Students

Withdrawing can have implications for certificate or degree completion, future registration, financial aid eligibility, and return of financial aid funds. 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 courses during a semester. This could affect a student's ability to receive financial aid in the future at Maricopa or any school.

Prior to submitting a request for any withdrawal or leave of absence, students are encouraged to meet with a college advisor about the potential impact related to the student's academic progress. Students using financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid and Veterans Services offices to review possible impacts to their funding.

Withdrawal Procedures

Withdrawal from Specific Courses

A student may officially withdraw from specific courses in the following ways:

- The prescribed time limits are for full semester courses. Time limits for courses 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. Tuition and fee refunds will be processed based on the 2.2.10 Refund Policy.

- 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.
- 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.

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.

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.

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.

Also see: 2.2.10 Refund Policy

Appendix S-7 Student and Faculty Withdrawal Procedures

Appendix S-7 Student and Faculty Withdrawal Procedures was removed from the Common Pages through the Catalog Common Pages Administrative Regulation Review Process, June 12, 2023. Refer to Administrative Regulation 2.3.6 Withdrawal for information regarding withdrawal procedures.

2.3.7 Academic Renewal ("Academic Forgiveness")

The Maricopa Community Colleges recognize that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. Academic renewal (or academic forgiveness) is defined as the process by which a student's previously recorded substandard credit coursework is excluded from the student's cumulative grade point average (Refer to 2.3.3 Grading). Through this regulation, a student may request that grades and credits for all courses in which they earned a grade of D, F, or Y are disregarded from the cumulative GPA. Courses earned with a GRADE of A, B, and C will not be excluded and will be calculated into the GPA and total credits completed. A maximum of 24 credits taken at Maricopa are eligible to be disregarded under this policy. The academic renewal policy may be used only once and cannot be revoked once approved.

To apply for academic renewal the student must:

1. Complete the academic renewal request form, attaching unofficial transcripts.
2. Submit the completed form to the Admissions and Records/Enrollment Services office.

Upon approval, courses with a grade of D, F, or Y will be annotated on the student's official transcript as excluded from the calculation of their cumulative GPA by academic renewal. All courses will remain on the student's permanent record to reflect an accurate academic history.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of the adjusted GPA (post academic renewal) is at the discretion of the receiving institution.

Financial Aid/Veteran Benefits and Satisfactory Academic Progress (SAP)

The academic renewal policy can improve a student's GPA, while reducing their earned credit hours towards degree and certificate requirements, so students must be aware of all consequences before pursuing academic renewal. If interested in financial aid and/or veteran benefits, students are required to meet the financial aid standards of academic progress (SAP) as academic renewal does not replace or override the SAP requirement. Students should follow financial aid SAP appeal procedures outlined in Administrative Regulation 2.3.6 Withdrawal or section 2.9 Veteran Services satisfactory progress standards for regaining aid eligibility.

Additionally, students are encouraged to speak with the Financial Aid and the Veteran Services Offices if they have questions about how fresh start may affect their aid and benefit eligibility.

For more information on SAP.

Also see:

2.3.4 Academic Standing, Warning, and Probation

2.3.6 Withdrawal (Medical/ Compassionate Withdrawal)

2.3.11 Academic Misconduct

More on Financial Aid

2.3.8 Honors Opportunities & Recognition

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 requirements and available scholarships, including the Chancellor's, Foundation's, President's Scholarships, and honors achievement award.

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. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

Graduation With Honors

See General Graduation Requirements (AR 2.3.9). This is a distinct acknowledgement of academic achievement tied to graduation. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

2.3.9 General Graduation Requirements

Note: Also see Catalog Under Which a Student Graduates (AR 2.2.5)

Earning a Certificate or Degree

The Maricopa Community Colleges offers certificates and degrees in a variety of areas. Each certificate and degree has specified program requirements for graduation. See certificate and degree information for specific program requirements. It is the student's responsibility to be aware of these requirements.

Candidates for graduation must satisfy the following requirements:

- Complete a minimum number of credits required for the certificate or degree. MCCCD may waive total credit requirements in limited cases where a course requirement has been waived or credit for a course was increased after the student completed the course, and further, it has been determined by the college that there is no appropriate course substitute or applicable credit to fulfill the requirement (refer to A.R. 2.3.13 Course Substitutions and Waivers). The amount of credit earned toward the program requirements shall not be less than 120 for bachelor's degrees and 60 for associate degrees. No more than 10% of the minimum required number of credits within a certificate of completion credits can be waived. Such cases must have prior written approval of the program director, department/division chair, or designee who has oversight for the degree or certificate and/or in the cases of general education the disciplinary subject matter expert. Documentation of rationale and approval must be included as part of the application to graduate or institutional graduation process.
- Complete the minimum number of credits (i.e., establish institutional residency) at the Maricopa Community College conferring the degree or certificate as follows:
  - For bachelor's degrees, at least 30 credits applicable to the degree must be completed at the awarding college.
  - For associate's degrees, at least 15 credits applicable to the degree must be completed at the awarding college.
  - For certificates that are 15 or more credits, at least 6 credits applicable to the certificate must be completed at the awarding college.
  - For certificates that are 14 or fewer credits, at least a quarter of the credits applicable to the certificate must be completed at the awarding college.
  - For certificates, if there is a range of credits to complete the certificate, residency will be calculated on the minimum number of credits required to complete the certificate, and any resulting quarter calculations will be rounded up to the nearest whole number. Certificates that require completion of one course or a single choice of requirements will not be split for purposes of residency determination.
  - Refer to the section on the Arizona General Education Curriculum (AGEC) further in this regulation for specific information regarding the minimum number of credits required at the awarding college.

    Credit awarded for prior learning assessment (PLA) does not count as credits in residence for graduation requirements. Student appeals to residency requirements must have prior written approval of the Program Director, Department/Division Chair, or designee and documentation of rationale and approval included as part of the admission process and/or application to graduate/institutional graduation process. Exceptions to residency may also be made by the college for unique programs of study (e.g., educational service agreements).
- All new Maricopa students who declare a degree will be required to successfully complete a first-year experience course (FYE101 or FYE103) within the first two semesters at a MCCCD college. Students who enrolled but did not earn any credit at MCCCD are considered new to MCCCD. Students who have only earned credits via Prior Learning Assessment (Refer to AR. 2.2.4 Transfer Credit and Prior Learning Assessment), previous dual enrollment, or who withdrew from all previously attempted courses at MCCCD are considered new to Maricopa.
- Meet the required certificate or degree requirements (general education, required courses, restricted electives, and/or general electives). Requirements can be satisfied by MCCCD coursework, prior learning assessment, and transfer credit. Transfer credit from outside of MCCCD or from Maricopa Community Colleges not awarding the degree or certificate and prior learning assessment does not count as hours in residence for graduation requirements.

- Earn a minimum grade point average (GPA) of 2.0 on a four-point grading scale in the coursework (100-level and above) used to satisfy degree or certificate requirements (completed in residence and accepted in transfer). Some awards may specify additional GPA requirements.
- Remove all deficiencies (e.g. incomplete grades, missing transcripts, national test results, course substitutions, course waivers, etc.) on the record to use those courses toward program completion.
- Fulfill any financial obligations with the college.
- Complete and submit a Petition/Application for Graduation with the Admissions, Records, & Registration/Enrollment Services office with the exception of reverse transfer and proactive graduation programs as outlined further in this policy.

Note that commencement ceremonies are a separate process and may include the submission of an additional form for students to participate in the celebration. Participation in commencement (walking/marching) does not guarantee a student has graduated or a degree has been earned.

Appeals to this institutional regulation may be considered prior to the admission process and/or petition to graduate. See the Admissions, Records, & Registration/Enrollment Services office for a copy of the appeals process.

Multiple Certificates And Degrees

A student may earn a total of one of the same type of degree (AA, AS, AAEE, ABUS, AGS, or BSN) from the colleges in the Maricopa County Community College District regardless of emphasis, if applicable.

Because of the inherent unique required course requirements within, students may earn multiple distinct certificates (AC, CCL, and CCT) and degrees (AAFA, BA, BS, and BAS) from the college(s) offering the awards but cannot earn the same certificate or degree at one or more Maricopa Community Colleges.

Award Type	Number That Can Be Earned
AA or AA With Emphasis	One AA with or without emphasis may be awarded across all MCCCD
AS or AS With Emphasis	One AS with or without emphasis may be awarded across all MCCCD
AAFA	Student may earn multiple distinct AAFA emphasis, but cannot earn the same AAFA emphasis at one or more Maricopa Community Colleges
ABUS	One ABUS either GR or SR may be awarded across all MCCCD
BA	Students may earn multiple distinct BA degrees, but cannot earn the same BA degree at one or more Maricopa Community Colleges
BAS	Students may earn multiple distinct BAS degrees, but cannot earn the same BAS degree at one or more Maricopa Community Colleges
BS	Students may earn multiple distinct BS degrees, but cannot earn the same BS degree at one or more Maricopa Community Colleges
BSN	One may be awarded across all MCCCD
AAEE	One may be awarded across all MCCCD
AGS	One may be awarded across all MCCCD
AAS	Students may earn multiple distinct AAS, but cannot earn the same AAS degree at one or more Maricopa Community Colleges
AC	Students may earn multiple distinct ACs, but cannot earn the same AC at one or more Maricopa Community Colleges
CCL or CCT	Students may earn multiple distinct CCLs or CCTs, but cannot earn the same CCL or CCT at one or more Maricopa Community Colleges

Historical Replaced Awards

Students may not earn awards that replace historical awards with similar to the same content. Replaced awards are identified in the program notes.

Student-Initiated Graduation

Students should complete a petition for graduation when they intend to graduate and should contact the Admissions & Records office at their college for the deadlines.

Proactive Graduation

In an effort to support students to completion, each of the colleges in MCCCD may elect to confer an award to current and former students who have met graduation requirements for any degree or certificate offered at the Maricopa Community Colleges in a process known as proactive graduation. The proactive graduation process applies to students who meet the following criteria:

- Met all graduation and program requirements for the eligible catalog year used in the proactive graduation process (Refer to A.R. 2.2.5 Catalog Under Which a Student Graduates).
- Earned the minimum cumulative credits for institutional residency for the degree(s) or certificate(s) between Maricopa Community Colleges.
- Degree(s) or certificate(s) will be conferred from the Maricopa Community College accredited to offer the program at which the student has completed the greatest number of institutional resident credit hours directly applicable to the degree or certificate.
- Students will be given the opportunity to opt out of the proactive awarding of the degree or certificate by notifying the college prior to the award.
- Students will be awarded the certificate and/or degree on the day, month, and year it is processed. The posting date will not be backdated to when the student completed the last course requirement nor future dated to the next commencement date.

Students should not depend on this process for graduation. The petition for graduation should always be submitted when a student intends to graduate.

Reverse Transfer Partnership Initiative

In an effort to assist former Maricopa students who have transferred to a university without first completing an Associate degree, coursework can be transferred backward (or in reverse) from a participating institution to the Maricopa Community Colleges for the purpose of fulfilling Associate degree requirements. The reverse transfer initiative applies to students, identified by the partnering university or college, who do not yet have an Associate's degree (or higher), and who meet the following criteria:

- Completed a minimum of 15 credits at one or more Maricopa Community Colleges
- Earned a minimum of 60 cumulative credits between Maricopa Community Colleges and other accredited institutions attended
- Met all requirements for an associate degree as outlined in the Maricopa Community Colleges catalog, with the exception of the MCCCD additional/specific requirements of First Year Experience, Reading, and Oral Communication
- Interested students at participating accredited institutions must meet that accredited institution's criteria and provide appropriate consent to qualify for free transcript exchange

If eligible, students will receive their degree from the Maricopa Community College, where the majority (greatest amount of credit) of the student's applicable coursework toward the graduating program was completed.

Participation in reverse transfer does not guarantee coursework applicability or degree or certificate eligibility. Students participating in reverse transfer must meet all curriculum and college requirements in order to graduate as outlined in this regulation. Students should not depend on reverse transfer for graduation. The petition for graduation should always be submitted when a student is intending to graduate. Students will be awarded the certificate and/or degree on the day, month, and year it is processed. The posting date will not be backdated to when the student completed the last course requirement nor future dated to the next commencement date. Students interested in applying university or college credit after transfer toward the completion of a Maricopa Community college degree or certificate outside of a partnership initiative will follow the general graduation requirements outlined previously in this regulation.

Refer to the Reverse Transfer Process for partnering institutions and additional information.

Maricopa Nursing Program

For the Maricopa Nursing program, the cumulative GPA for awarding purposes is calculated based on courses required for the degree or certificate taken at any Maricopa campus and includes pre-requisites, co-requisites, and nursing blocks. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

Graduation with Honors

All courses used to fulfill graduation and degree requirements, including courses from other institutions outside of MCCCD are used in the grade point average calculation (GPA) at graduation. Degree-seeking students who have distinguished themselves with GPAs 3.50 and higher are recognized with the following graduation honors*:

- 3.50 to 3.69 graduation "with distinction"
- 3.70 to 3.89 graduation "with high distinction"
- 3.90 to 4.0 graduation "with highest distinction"

Certificate programs are not eligible for institutional honors.

*GPA for honors distinction is calculated at the time of graduation application/petition submission and does not include any in-progress grades, grades received after the initial calculation, or grades not on file at the initial calculation. The final GPA and resulting distinction level will not be changed based on new grades.

Degrees and certificates will not be reposted if grades are contested after the initial award posting.

Arizona General Education Curriculum (AGEC)

The Arizona public community and tribal colleges and three public universities have agreed upon a common structure for a transfer general education curriculum. This curriculum provides students attending any Arizona public community or tribal college with the opportunity to build a general education curriculum that is transferable upon completion without loss of credit to another Arizona public community or tribal college or university. This common agreement is called the Arizona General Education Curriculum (AGEC).

Students must earn a minimum of 12 credits in the AGEC at one or any combination of the MCCCD colleges. Students who complete the requirements will have the AGEC posted on their official transcripts. AGEC awards are not printed or sent to students.

Any transfer credit or Prior Learning Assessment (PLA) granted for the AGEC, a limit of up to 20 such credits, is for the purpose of satisfying the AGEC requirements within the Maricopa County Community College District. Although the AGEC will transfer to the Arizona public universities as a whole in order to satisfy their lower-division general education requirements, each course, individually, may not be awarded credit similarly at all public Arizona universities. Students should contact their transferring institution to determine their PLA requirements and policies.

Refer to Academic Policies

Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

Refer to the AGEC Policies

Intersegmental General Education Transfer Curriculum (IGETC)

The California public community colleges and state universities have agreed upon a common structure for a general education core curriculum. This common structure is called the Intersegmental General Education Transfer Curriculum (IGETC) or the California State General Education Pattern (CSUGE). The IGETC and the CSUGE are composed of a minimum of 35 - 40 semester units of lower-division general education coursework that prepares the student for transfer.* All transferable coursework must be completed with a grade of -C- or better.

Students transferring to the Maricopa Community Colleges from California with an IGETC certified by a California community college will have completed the majority of the MCCCD's general education and additional requirements. Successful completion of the IGETC will fulfill the following requirements:

- First-Year Composition (6 credits)
- Oral Communication (3 credits)
- Mathematics (3 credits)
- Humanities, Arts, and Design (6 credits)
- Social-behavioral Sciences (6 credits)
- Cultural Diversity in the US (3 credits)

Note that to earn a specific degree, programs may require students take a designated course to fulfill the general education requirement. Acceptance of the IGETC does not supersede these requirements. Students may request a course substitution (Refer to A.R. 2.3.13 Course Substitutions).

To complete the Natural Sciences (7-8 Credits), MCCCD will need to validate the student's completion of two laboratory science courses at the transfer institution or at MCCCD. To satisfy the literacy requirement, MCCCD will need to verify the student's completion of a course at the transfer institution or at MCCCD that involves the development of competence in written discourse and involves the gathering, interpretation, and evaluation of evidence. To satisfy the historical/global awareness requirement, MCCCD will need to verify the student's completion of a course at the transfer institution or at MCCCD that focuses on contemporary global/international awareness or historical awareness.

Maricopa Community Colleges reserve the right to verify that an IGETC or CSUGE certified by a community college or university conforms to California-approved policy before the IGETC is applied toward a MCCCD degree.

In the absence of a certified IGETC, transfer students from California colleges and universities may meet the MCCCD general education requirements with a combination of courses taken before their initial enrollment at MCCCD subject to the results of a course-by-course evaluation, along with subsequent MCCCD general education course work.

Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

2.2.5 Catalog Under Which a Student Graduates

Catalogs for the Maricopa Community Colleges are published each academic year and contain information about courses, certificates, degrees, and academic regulations and procedures. Academic program requirements and academic regulations are updated often and may change.

In determining the 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 public community college or public university or transferring among public institutions in Arizona.

The rules for maintaining continuous enrollment are:

1. A semester in which a student earns course credit will be counted toward continuous enrollment. Enrollment by Arizona community college students in nontransferable courses still constitutes enrollment for purposes of determining whether the student has been continuously enrolled. Noncredit courses, audited courses, failed courses and courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.
2. Failure to earn course credit in three consecutive regular (fall/spring/fall or spring/fall/spring) semesters at any Arizona community college or public university means students are no longer considered continuously enrolled. 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. If continuous enrollment is not maintained, the student must fulfill the requirements for graduation specified in the catalog in effect at the time they readmit/enroll or any single catalog in effect during terms of continuous enrollment after readmitting/re-enrolling.
4. Students who initially admitted/enrolled or readmitted/re-enrolled to an Arizona community college or public university during a summer term must follow the requirements of the catalog in effect for the following fall semester or of any single catalog in effect during the subsequent terms of continuous enrollment.

Age of Credit

In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Coursework that is more than ten years old is applicable to completion of certificate and degree requirements at the discretion of the designated individuals at the college. The college may accept such coursework, reject it, or request that the student revalidate its substance. The ten-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than 10 years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound. Exceptions made by a college apply only to the college that made the exception.

Continuous Enrollment Examples

Student's Activity	Semester/Year	Status
Example A		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Continued at an Arizona Community College	Spring 2020, Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2019–2020 or Any Subsequent Catalog
Example B		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2015	Active
Enrolled but Earned all "W"S, "Z"S, or "F"S (0.00)	Spring 2016	Inactive
Enrolled in Audit Courses Only	Fall 2016	Inactive
Nonattendance	Spring 2017	Inactive
Transferred to an Arizona Public University	Fall 2018	Student Enrolled Under 2018–2019 or Any Subsequent Catalog
Example C		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019, Fall 2019, Spring 2020	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2020–2021 or Any Subsequent Catalog
Example D		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Summer 2019	Active
Nonattendance	Fall 2019, Spring 2020	Inactive
Transferred to an Arizona Public University	Fall 2020	Student Enrolled Under 2018–2019 or Any Subsequent Catalog
Example E		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2017	Active
Continued at an Arizona Community College	Fall 2018, Spring 2019	Active
Nonattendance	Fall 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Spring 2020	Active
Transferred to an Arizona Public University	Summer 2020	Student Enrolled Under 2017–2018 or Any Subsequent Catalog
Example F		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2018	Active
Nonattendance	Fall 2018	Inactive
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Public University	Fall 2019	Active
Admitted and Earned Course Credit at an Arizona Community College	Spring 2020	Student Enrolled Under 2018–2019 or Any Subsequent Catalog

*Please note that the above language is guided by statewide practices.

2.3.13 Course Substitutions and Waivers

A course substitution is a course that takes the place of a course requirement in a degree or certificate when a clear relationship exists between the two. Course substitutions are made on a case-by-case basis with the intent that the integrity of the learning will not be compromised. Course substitutions differ from waivers of program requirements outlined in the curriculum or prior learning assessment activities.

Course substitutions should only be made in a consistent and transparent manner, according to Transfer Credit and Prior Learning Assessment (A.R. 2.2.4), academic policies, and the following guidelines:

Students may seek to have course(s) requirements (including required courses, restricted electives, and prescribed general education requirements) in their declared bachelor's, associate in applied science or certificate program substituted.

Because a substituted course may not be accepted by a transfer institution or meet transfer degree requirements, course substitutions are not allowed in any of the required course areas of the Associate in Arts or Associate in Science degrees (including the "with emphasis" versions), Associate in Business - GR, Associate of Business - SR, Associate in Arts, Elementary Education, or the Associate in Arts, Fine Arts with Emphasis. Substitutions in the required course areas of these degrees may be considered in limited cases when a student has successfully completed a course that requires the substituted course as the prerequisite.

The course being used as a substitution must meet the equivalent content and/or rigor of the substituted course in the student's pathway plan (or for date status petitions by reason of disability). If the pathway course being substituted satisfies an Arizona General Education Curriculum requirement, the substituted course must meet that same requirement. Considerations for substitutions should also include impact to satisfying transfer pathway and industry requirements. Substituted courses should provide the skills and knowledge specified by the pathway learning outcomes.

Course substitutions should not be processed for degree-seeking students who have earned fewer than 15 credits (at Maricopa or elsewhere).

To pursue a course substitution, students must obtain a course substitution petition from the Admissions and Records office or Academic Advisor. Substitutions must be approved by the Program Department Chair, Program Division Chair, Academic/Occupational Program Director, or designee responsible for the degree or certificate program. The Department Chair, Division Chair, or Academic/Occupational Program Director will work with other departments as needed for courses within the degree or certificate that are outside of the discipline. The student may also request to meet with the designated college personnel to discuss or appeal a substitution decision.

If the credits of a substituted course are fewer than the original requirement, the missing credit hours are not granted by a substitution. Students must complete the minimum credit hours required by the award. Refer To General Graduation Requirements (A.R. 2.3.9) regarding exceptions/appeals to minimum credit hours to meet graduation requirements.

Students are encouraged to seek substitutions prior to enrollment in an intended substitute course, but substitutes can be reviewed and determined as a part of the graduation process if the substitute course has already been taken. Requests for course substitutions and supporting documentation (e.g. transcripts, course outlines/syllabi, catalog descriptions of the requested course, etc.) should be submitted as soon as possible when transcripts are reviewed. For assistance, students should meet with an Academic Advisor specific to the declared transfer emphasis. Students seeking Title IV financial aid and veteran benefits for a course substitution must have the substitution approved and processed prior to registering for the substitute course. Course substitutions do not expire but may no longer be applicable if a student changes academic plans or catalog years.

Course Waivers

A course waiver is an exemption from a course within the program because the competencies of the course have already been attained due to prior training, education, or work experience but for which Prior Learning Assessment (PLA) is not applicable. A demonstration of these competencies by the student will be required as part of a waiver request process. A course waiver must have prior written approval of the Program Director, Department/Division Chair, or designee who has oversight for the degree or certificate and/or in the cases of general education the disciplinary subject matter expert. Documentation of rationale and approval must be included as part of the waiver request process.

Course waivers do not require the student to make up the deficient credit(s). However, there are limits to the number of credits that can be waived in a program. Waivers may not drop a student's required credits under 60 hours for an associate degree. The amount of credit earned toward the program requirements are 120 for bachelor's degrees and 60 for Associate degrees. No more than 10% of the minimum required number of credits within a certificate of completion credits can be waived.

Because a waiver may not be accepted by a transfer institution or meet transfer degree requirements, course waivers are not allowed in the Associate in Arts or Associate in Science degrees (including the "with emphasis" versions), Associate in Business - GR, Associate of Business - SR, Associate in Arts, Elementary Education, or the Associate in Arts, Fine Arts with Emphasis.

See also, Administrative Regulation 3.5 Course Substitution for Students With Documented Disabilities

Administrative Regulation 2.2.4 Credit For Prior Learning

Administrative Regulation 2.3.9 General Graduation Requirements

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 request only. Those students who want to transfer to other institutions of higher education 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. Students should check with the institution they intend to transfer to for requirements regarding the type (official or unofficial), handling, and number of transcripts.

Upon request by a student and payment of transcript fee, MCCCD will provide an official transcript that includes all the credit or clock hours from the enrollment.

MCCCD will not withhold transcripts against a student related to a balance owed by the student, unless the balance owed was the result of fraud on the part of the student. Refer to A.R. 2.5.3(A)(3) for additional information.

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. Refer to S-4 Tuition and Fee Schedule for charges for other official transcripts.

College Environment

2.4.4 Sexual Harassment Policy (replaced with Administrative Regulation 5.1.16).

Administrative Regulation 2.4.4 is rescinded effective August 14, 2020. For cases made prior to August 14, 2020, 2.4.4 applies. Administrative Regulation 2.4.4 has been archived for transitional purposes.

5.1.8 Policy Prohibiting Harassment

A. Policy

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of harassment that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such prohibited harassment includes but is not limited to sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting harassment with regards to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information as defined and otherwise prohibited by state and federal law.

Employee complaints of harassment must be reported to the District Office of Equal Employment and Opportunity.

Harassment based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information violates MCCCD Policy when the conduct is unwelcome, verbal, or physical conduct that is sufficiently severe, or pervasive that it alters working conditions and creates a hostile environment for employees. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for harassment complaints. Harassment by and between any student or employee (paid, unpaid, or contract), is prohibited by this policy.

Due process is afforded any employee accused of harassment. Upon receipt of a complaint, an immediate preliminary review will be conducted to determine if there is reasonable cause to believe the nondiscrimination policy may have been violated. If so, then a prompt, thorough, impartial investigation will be conducted by the authorized administrator, or designee. If the final decision is that harassment occurred, the college will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. Remedies for the complainant 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 occurs both on and off campus and covers employees, and visitors.

MCCCD affirms its commitment to supporting the academic and personal freedom of all members of the community. In particular, the policy against harassment shall not be applied in a manner that contradicts the principle of academic freedom: Faculty and other members of the community are entitled to freedom in research, and faculty members are entitled to freedom in the classroom to pursue controversial matters related to their disciplines. However, this right to teach controversial material entails the responsibility that it be carried out in a way that would be judged by peers as not violating the District's non-discrimination policy.

Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

B. Examples of Policy Violations

It shall be a violation of MCCCD's Harassment Policy for any employee (paid, unpaid, or contract), student or campus visitor to engage in any unwelcome conduct that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such as to:

1. Engage in offensive conduct that is sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive. Such conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Engage in unwelcome verbal or physical conduct, including intimidation, ridicule, insult, or comments, when the behavior can reasonably be considered to adversely affect the work or academic environment, or an employment decision based upon the employee's acceptance or rejection of such conduct. Such verbal or physical conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information or on their protected activities under applicable non-discrimination laws and policies,
3. Engage in Sexual Harassment, which includes, but is not limited to:
    A. Make unwelcome sexual advances to another employee (paid, unpaid, or contract), student or campus visitor;
    B. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
    C. 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:
        1. 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
        2. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
    D. Engage in verbal or physical conduct of a sexual nature that:
        1. 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
        2. Which creates an intimidating, hostile or offensive work or academic environment;

E. 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;

F. 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);

4. Engage in other 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), degrading words to describe an individual, offensive comments, suggestive language or jokes, innuendoes, and suggestive objects, print or digital media. Misconduct may include exploitation, stalking, bullying. Such conduct must be based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.

5. Treat a complainant or witness of harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation. Such treatment must be based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.

6. Engage in sexual misconduct, including but not limited to:

   A. 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.

   B. Explicit sexual comments by one or more employees about another employee or student, or circulating drawings or other images depicting an employee or student in a sexual manner.

   C. 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 person's sexuality or sexual experience.

   D. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the District's education programs and/or activities, including employment. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).

   E. Sexual Exploitation, which means taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:

      1. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
      2. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
      3. 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;
      4. Going beyond the bounds of consent (such as attempting to kiss an employee or student without their consent);
      5. Engaging in non-consensual voyeurism;
      6. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
      7. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
      8. Possessing, distributing, viewing or forcing others to view obscenity.

7. All complaints of sexual harassment or sexual misconduct shall be referred promptly to the college Title IX Coordinator (or the District Title IX Coordinator, if the allegations concern a District Office employee), for initial review in determining the appropriate investigation channel.

8. Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College or District's respective Human Resources Department for investigation and adjudication under this conduct policy.

5.1.9 Additional Policy Violations

Mandatory Reporters (as defined in Administrative Regulation 5.1.16) must report allegations of sexual harassment/assault (whether reported by the person who is the subject of the sexual harassment or a witness) to an Official with Authority or the Title IX Coordinator (as defined in Administrative Regulation 5.1.16). Failure to report to an Official with Authority or the Title IX Coordinator is a policy violation subject to discipline up to and including dismissal.

Campus Security Authority (CSAs) are mandatory reporters under the Cleary Act. Failure to report is a policy violation subject to discipline up to and including dismissal.

Mandatory Reporters are expected to report harassment/discrimination (whether reported by the person who is the subject of the sexual harassment or a witness) based on 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. Failure to report may be a policy violation subject to discipline up to and including dismissal.

5.1.10 Responsibility for Policy Enforcement

Employees and students must avoid offensive or inappropriate harassing behavior based on 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 at work or in the academic environment (in and out of the classroom).

Employees and students are encouraged (but not required) to inform perceived offenders of this policy and that the commentary/conduct is offensive and unwelcome.

5.1.11 Complaints

1. Employees

Employees who experience 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 County Community College District (MCCCD) 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 their immediate supervisor, the employee may go directly to the MCCCD 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, staff, campus visitor or other student) are urged to report such conduct to the designated Title IX Coordinator, of which there is one for each MCCCD 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 harassment complaints based on 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.

3. General

A. Complaints by employees will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained on the District website and the MCCCD EEO/AA Office.

B. Complaints by students will be investigated according to the procedures established in the College Environment section of the Administrative Regulations (AR 2.4). Copies of these procedures are posted on the District website.

C. All complaints will be investigated in a prompt, through, and impartial manner.

D. Where investigation confirms the allegations, appropriate, response action will be taken by the college/center/MCCCD.

5.1.12 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with the Maricopa County Community College District's (MCCCD) legal obligation to investigate and resolve issues of discrimination and harassment based on one's protected class status as outlined in law and in MCCCD policy. The MCCCD cannot promise complete confidentiality.

5.1.13 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 Maricopa County Community College District (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.

5.1.14 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.

5.1.15 Retaliation Prohibited

Retaliation against an employee or student for engaging in protected activity is strictly prohibited. The Maricopa County Community College District (MCCCD) strictly prohibits taking an adverse action that might deter a reasonable person from participating in activity protected by antidiscrimination laws. Protected activity consists of:

(a) opposing conduct reasonably believed to constitute discrimination, including harassment which violates a nondiscrimination statute or which MCCCD policy prohibits;

(b) filing a complaint about such practice; or

(c) testifying, assisting, or participating in any manner in an investigation or other proceeding related to a discrimination complaint.

Retaliatory actions are not limited to formal personnel actions such as termination, demotion, non-promotion, or non-selection. Retaliatory actions are broadly defined as harassing behavior, significant changes to job duties or working conditions, and even threats to take personnel actions based on engaging in protected activity. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

5.1.16 Title IX Sexual Harassment Policy

I. Definitions

1. **Actual Knowledge** means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of alleged harassing, discriminatory, and/or retaliatory conduct. Actual knowledge compels the Maricopa County Community College District (MCCCD) to initiate action.
2. **Advisor** means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if a hearing is held. This individual may be an MCCCD employee, a member of the community, or attorney (hired and paid for by a party).
3. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment or retaliation for engaging in a protected activity.
4. **Formal Complaint** means a document filed with the Title IX Coordinator/signed by a Complainant or signed by the Title IX Coordinator alleging against sexual harassment or retaliation for engaging in a protected activity against a Respondent and requesting that the MCCCD investigate the allegation.

5. **Confidential Resource** means an employee who is not a Mandatory Reporter or an Official with Authority (irrespective of Clery Act Campus Security Authority status). At MCCCD, there is only one confidential resource. This confidential resource is the Ombudsman, who is located in the MCCCD Office of Public Stewardship.
6. **Day(s)** means a business day when the MCCCD is in normal operation.
7. **Education program or activity** means locations, events, or circumstances where MCCCD exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the MCCCD.
8. **Final Determination of Responsibility** means a conclusion by preponderance of the evidence that the alleged conduct occurred, or did not occur, and whether it did, or did not, violate policy.
9. **Formal Grievance Process** means a method of formal resolution designated by MCCCD to address conduct that falls within the policies included below, and which complies with the requirements of 34 CFR Part 106.45.
10. **Grievance Process Pool** means any investigators, appeal officers, hearing administrators, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case).
11. **Hearing Decision-maker** means a person who has decision-making and sanctioning authority within the MCCCD's Formal Title IX Grievance process.
12. **Investigator** means the person or persons charged by MCCCD with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.
13. **Mandatory Reporter** means an employee of MCCCD who is obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. Mandatory reporters do not convey actual knowledge to the MCCCD. Mandatory Reporter under this policy does not diminish the requirement under Arizona state law to report alleged or suspected child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandatory\ reporter responsibility in this policy.
14. **Official with Authority (OWA)** means an employee of the MCCCD explicitly vested with the responsibility to implement corrective measures for harassment and/or retaliation on behalf of the MCCCD. Notice to an OWA of an allegation of sexual harassment as defined in this policy conveys actual knowledge to the MCCCD and triggers a responsibility to act.
15. **Parties** include the Complainant(s) and Respondent(s), collectively.
16. **Promptness** means the time period in which allegations are acted upon once MCCCD has received notice or a formal complaint. Typically, complaints can take 60-90 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but MCCCD will avoid all undue delays within its control.
17. **Remedies** means post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to MCCCD's educational program.
18. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity. When the Respondent is a member of the MCCCD community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the MCCCD community.
19. **Resolution** means the result of an informal or formal grievance process.
20. **Sanction** means a consequence imposed by MCCCD on a Respondent who is found to have violated this policy.
21. S**exual Harassment** means the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
22. **Title IX Coordinator** is at least one official designated by MCCCD to ensure compliance with Title IX and the MCCCD's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.

23. **Student** means any individual who is registered or enrolled for credit or non-credit bearing coursework, camps and other District-sponsored programs or activities, and who maintains an ongoing relationship with the MCCCD, which means the student is on leave (medical, administrative, or other documented leave of absence), but is not registered or taking classes at the time of the complaint being filed.
24. **Title IX Team** refers to the Title IX Coordinator, any deputy coordinators, and any member(s) of the Grievance Process Pool.

II. Rationale for Policy

MCCCD is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sexual harassment, discrimination on the basis of sex, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, MCCCD has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of sexual harassment, and for allegations of retaliation. MCCCD values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

III. Title IX Coordinator

Each MCCCD college has a designated Title IX Coordinator who oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating MCCCD's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The names and contact information for each college Title IX Coordinator can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD colleges' Vice Presidents of Student Affairs to ensure this list is up-to-date with correct information. The college Title IX Coordinators must act with independence and authority free from bias and conflicts of interest.

To raise any concern involving bias or conflict of interest by the college Title IX Coordinator, contact the Compliance Office in the Office of General Counsel by emailing compliance@domail.maricopa.edu. Concerns of bias or a potential conflict of interest by any other Title IX team member should be raised with the respective college Title IX Coordinator.

Reports of misconduct or discrimination committed by the college Title IX Coordinator should be reported to the college Human Resources Department. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the respective college Title IX Coordinator.

IV. Officials With Authority And Mandatory Reporters

Officials With Authority

MCCCD has determined that the following administrators are Officials with Authority to address and correct sexual harassment and/or retaliation. In addition to the Title IX team members listed in Section 1. Definitions, these Officials with Authority listed below may also accept notice or complaints on behalf of the MCCCD. Knowledge on the part of an Official with Authority conveys actual knowledge to the MCCCD.

1. College/District Title IX Coordinator
2. Chancellor
3. Provost
4. General Counsel and Associate General Counsels
5. Chief Human Resources Officer
6. Chief Executive Officer
7. College Presidents
8. College Vice Presidents (at all levels)
9. Associate Vice Chancellors
10. Law enforcement
11. Athletic Directors
12. Directors (in any administrative area of a college or the District)

Mandatory Reporters

The following classification of employees are mandatory reporters and are required to report actual or suspected discrimination or harassment to the respective college Title IX Coordinator or to the District Compliance Office for District employees. A Complainant who expects formal action in response to their allegations, but does not wish to contact the Title IX Coordinator should report their allegations to any mandatory reporter who can connect them with resources to report crimes and/or policy violations. Mandatory reporters will, within twenty-four (24) hours, refer reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action. Mandatory reporters must promptly (within twenty-four (24) hours) share with the Title IX Coordinator all known details of a report made to them in the course of their employment. The persons occupying the following positions are mandatory reporters. Knowledge to a mandatory reporter does not convey actual knowledge to the MCCCD.

1. Chancellor
2. Provost
3. General Counsel
4. Chief Human Resources Officer
5. Chief Workforce and Economic Development Officer
6. Chief Executive Officer
7. College Presidents
8. Associate Vice Chancellors
9. Director of Communications
10. Associate General Counsels
11. Supervisors/Managers/Directors (but not including division or department chairs)
12. College Vice Presidents, at all levels
13. Deans, at all levels
14. Athletic Directors/Coaches/Trainers
15. Law enforcement

Anonymous Notice to Mandated Reporters

A Complainant may request that the mandatory reporter provide notice to the Title IX Coordinator anonymously, without identification of the Complainant. A mandatory reporter cannot remain anonymous themselves. The MCCCD will investigate matters in which anonymous notice has been given to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided. However, anonymous notice typically limits the MCCCD's ability to investigate, respond, and provide remedies, depending on what information is shared. When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a mandatory reporter, but all other details of the alleged incident(s) must be shared with the Title IX Coordinator. Supportive measures may be offered to the Complainant as the result of such disclosures without formal MCCCD action.

Failure of a mandatory reporter to report an incident of harassment or discrimination of which they become aware is a violation of MCCCD policy and the mandatory reporter may be subject to disciplinary action, up to and including termination, for failure to comply.

V. Confidential Resources and Federal Resources

A Complainant who wants to keep the details of an incident confidential may speak with:

- On-campus (Maricopa Community Colleges District Office) Office of Public Stewardship
- Off-campus (non-employees):
  - Licensed professional counselors and other medical providers
  - Local rape crisis counselors
  - Domestic violence resources
  - Local or state assistance agencies
  - Clergy/Chaplains
  - Attorneys

The Office of Public Stewardship will timely submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client.

External Inquiries may also be made to:

Office for Civil Rights,
Denver Office
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

VI. Notice/Complaints of Discrimination, Harassment, and/or Retaliation

Notice or complaints of discrimination, harassment, and/or retaliation in violation of this policy may be made using any of the following options:

1) File a complaint with, or give verbal notice to, a college Title IX Coordinator or an Official with Authority. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed. Title IX Coordinators can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD college's Vice President of Student Affairs to ensure this list is up to date with correct information.

2) Report online, using the reporting form posted at https://district.maricopa.edu/consumer-information/reporting. Anonymous reports are accepted, but can give rise to a need to investigate. The MCCCD tries to provide supportive measures to all Complainants, which is impossible with an anonymous report when the name of the Complainant is not shared in the report. Since anonymous reporting carries no obligation to initiate a formal response and since the MCCCD respects a Complainant's requests to dismiss complaints, unless there is a compelling threat to health and/or safety, the matter will be dismissed.

   A formal complaint is a document filed and signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the MCCCD investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the MCCCD) that contains the Complainant's physical or digital signature, which can include the Complainant's name on the email, or otherwise indicates that the Complainant is the person filing the complaint.

   The Title IX Coordinator will contact the Complainant regarding any notice that is submitted in a form that does not comply with these requirements to ensure that it is filed correctly.

VII. Supportive Measures

MCCCD will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the MCCCD's education program or activity, including measures designed to protect the safety of all parties, the MCCCD's educational environment, and/or deter sexual harassment, discrimination on the basis of sex, and/or retaliation.

The Title IX Coordinator shall make supportive measures available to the parties upon receiving notice of allegations or a formal complaint. There is no statute of limitations for filing a Title IX Complaint. The Title IX Coordinator works with the Complainant to ensure their wishes are considered with respect to the planned and implemented supportive measures.

The MCCCD will maintain the privacy of the supportive measures, provided that maintaining privacy does not impair the MCCCD's ability to provide the supportive measures. MCCCD will act to ensure as minimal an academic impact on the parties as possible. The MCCCD will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

1. Referral to counseling, medical, and/or other healthcare services
2. Referral to the Employee Assistance Program
3. Referral to community-based service providers
4. In-house visa and immigration assistance
5. Student financial aid counseling
6. Education to the community or community subgroup(s)
7. Altering work arrangements for employees or student-employees
8. Safety planning
9. Providing campus safety escorts
10. Implementing contact limitations (no contact orders) between the parties
11. Academic support, extensions of deadlines, or other course/program-related adjustments
12. Trespass orders, when applicable
13. Timely warnings under the Clery Act
14. Class schedule modifications, withdrawals, or leaves of absence
15. Increased security and monitoring of certain areas of the campus
16. Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to appropriate student or employee conduct processes for enforcement and further discipline, as is necessary.

VIII. Emergency Removal

MCCCD can act to remove a Respondent entirely or partially from its education program/activities or MCCCD employment on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the college or District Behavioral Intervention Team (also known as BIT/BAT/TAT/CARE, etc.) using its standard objective violence risk assessment procedures.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion from the MCCCD or termination from employment.

In all cases where an emergency removal is imposed:

1. The Respondent will be given written notice of the action. In the written notice will be the option to request to meet with the Title IX Coordinator as soon as reasonably possible, to show cause as to why the action/removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the underlying Title IX allegations, but rather an administrative process intended to determine solely whether the emergency removal is appropriate.
2. The Respondent has three (3) days after the receipt of the emergency removal to request a meeting with the Title IX Coordinator. If the Respondent does not make such a request within the three (3) day time period, objection to the emergency removal is deemed waived.
3. The Respondent may be accompanied by an Advisor of their choosing in the Show Cause administrative meeting with the Title IX Coordinator.
4. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation. Such summary will be included in the notification letter regarding the emergency removal.
5. The Title IX Coordinator will issue a Show Cause Meeting Determination letter to the Respondent within two (2) days of the meeting taking place.
6. There is no appeal process for emergency removal decisions.
7. A Complainant and their Advisor may be permitted to participate in this meeting, as it is equitable to do so.
8. MCCCD will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns.

For additional information regarding emergency removals, please see Emergency Removals.

IX. Privacy

Every effort is made by the MCCCD to preserve the privacy of a report under this policy.

For additional information regarding privacy and confidentiality under this policy, please see Privacy and Confidentiality.

X. Jurisdiction

This policy applies to all MCCCD educational programs and activities, and to conduct that takes place on the campus or on property owned or controlled by the MCCCD, at MCCCD-sponsored events, or in buildings owned or controlled by MCCCD's recognized student organizations. The Respondent must be a member of MCCCD's community in order for its policies to apply. Nevertheless, even when the Respondent is not a member of the MCCCD's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy applies to the effects of off-campus misconduct that effectively deprive someone of access to MCCCD's educational programs. The MCCCD may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial MCCCD interest.

Regardless of where the conduct occurred, the MCCCD will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity.

A Title IX Coordinator may be able to provide guidance for a student or employee Complainant who experiences sexual harassment/discrimination in an externship, study abroad program, or other environment external to the MCCCD under the MCCCD's Student Conduct Code or employee conduct or nondiscrimination policies.

For additional information regarding the MCCCD jurisdiction over Title IX matters, please see Jurisdiction.

XI. Time Limits On Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the MCCCD's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator (except in cases where mandatory dismissal is required), who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

The MCCCD will apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of the notice of alleged misconduct or complaint of sexual harassment.

XII. Online Harassment and Misconduct

This policy is written and should be interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the MCCCD's education programs and activities or use MCCCD networks, technology, or equipment.

When harassing communications made on websites, social media, and other venues not controlled by the MCCCD are reported to the MCCCD pursuant to this policy the MCCCD will attempt to address and mitigate the effects of such communications. Any online postings or other electronic communication by students and employees, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of the MCCCD's control (e.g., not on MCCCD networks, websites, or between MCCCD email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption to the student's educational pursuit of MCCCD's educational programs and/or activities.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the MCCCD only when such speech is made in an employee's official or work-related capacity, including where the speaker holds themselves out as employees of an MCCCD college or District office. Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech will not be subjected to discipline.

XIII. Title IX Sexual Harassment

MCCCD has adopted the following definition of Title IX Sexual Harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment/discrimination, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1) Quid Pro Quo:
   a. an employee of the MCCCD,
   b. conditions the provision of an aid, benefit, or service of the MCCCD,
   c. on an individual's participation in unwelcome sexual conduct; and/or
2) Sexual Harassment:
   a. unwelcome conduct,
   b. determined by a reasonable person,
   c. to be so severe, and
   d. pervasive, and,
   e. objectively offensive,
   f. that it effectively denies a person equal access to the MCCCD's education program or activity. Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.
3) Sexual assault, defined as:
   a) Sex Offenses, Forcible:
      i) Any sexual act directed against another person,
      ii) without the consent of the Complainant,
      iii) including instances in which the Complainant is incapable of giving consent.
   b) Forcible Rape:
      i) Penetration,
      ii) no matter how slight,
      iii) of the vagina or anus with any body part or object, or
      iv) oral penetration by a sex organ of another person,
      v) without the consent of the Complainant.
   c) Forcible Sodomy:
      i) Oral or anal sexual intercourse with another person,
      ii) forcibly,
      iii) and/or against that person's will (non-consensually), or
      iv) not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age (under the age of 18) or because of temporary or permanent mental or physical incapacity.
   d) Sexual Assault with an Object:
      i) The use of an object or instrument to penetrate,
      ii) however slightly,
      iii) the genital or anal opening of the body of another person,
      iv) forcibly,
      v) and/or against that person's will (non-consensually),
      vi) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

e) Forcible Fondling:
   i) The touching of the private body parts of another person (buttocks, groin, breasts),
   ii) for the purpose of sexual gratification,
   iii) forcibly,
   iv) and/or against that person's will (non-consensually),
   v) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

f) Sex Offenses, Non-forcible:
   i) Incest:
      1) Non-forcible sexual intercourse,
      2) between persons who are related to each other,
      3) within the degrees wherein marriage is prohibited by Arizona law.
   ii) Statutory Rape:
      1) Non-forcible sexual intercourse,
      2) with a person who is under the Arizona statutory age of consent, which is the age of 18 years old.

4) Dating Violence, defined as:
   a. violence,
   b. on the basis of sex,
   c. committed by a person,
   d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
      i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition
      ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
      iii. Dating violence does not include acts covered under the definition of domestic violence.

5) Domestic Violence, defined as:
   a. violence,
   b. on the basis of sex,
   c. committed by a current or former spouse or intimate partner of the Complainant,
   d. by a person with whom the Complainant shares a child in common, or
   e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
   f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of the state of Arizona or
   g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the state of Arizona.

   To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6) Stalking, defined as:
   a. engaging in a course of conduct,
   b. on the basis of sex,
   c. directed at a specific person, that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress.

For the purposes of this definition—

(i) Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

(iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

MCCCD reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation:

As used in the offenses above, the following definitions apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, 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 may be coercive.

Consent is:

- knowing, and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity. No one under the age of consent in Arizona, specifically, 18 years old, can consent to sexual activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the MCCCD to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

XIV. Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The MCCCD is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

It is prohibited for the MCCCD or any member of MCCCD's community to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Student Conduct Code violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

The following do not constitute retaliation under this policy:

1. The exercise of rights protected under the First Amendment.
2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure. A determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

For additional information on prohibited retaliation, please see Retaliation.

XV. When A Complainant Does Not Wish To Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the MCCCD proceeds when the complainant does not wish to do so. The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment. The Title IX Coordinator's decision to sign a formal complaint should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the MCCCD to pursue formal action to protect the community.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy. The Complainant (or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the MCCCD to honor that request, the MCCCD will offer supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by the MCCCD, and to have the incidents investigated and properly resolved through these procedures.

XVI. Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, MCCCD must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

MCCCD will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

XVII. False Allegations And Evidence

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be referred to either the Student Conduct Code or employee conduct policies for appropriate disciplinary action.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an investigator or hearing Decision-maker will be subject to discipline under the appropriate student or employee policy as well as under this policy for providing false testimony.

XVIII. Amnesty For Complainants And Witnesses

The MCCCD community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to MCCCD officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the MCCCD community that Complainants choose to report misconduct to MCCCD officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process. To encourage reporting and participation in the process, MCCCD maintains a policy of offering parties and witnesses amnesty from minor policy violations, such as underage consumption of alcohol or the use of illicit drugs related to the incident being reported.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. A decision not to offer amnesty to a Respondent should not be based on sex nor gender, but should take into account the rationale for amnesty. The incentive to report serious misconduct is rarely applicable to Respondents with respect to a Complainant.

MCCCD maintains a policy of amnesty for students who offer help to others in need via bystander intervention. While policy violations cannot be overlooked, MCCCD may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

XIX. Federal Statistical Reporting Obligations

Certain campus officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

a) All "primary crimes," which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson;

b) Hate crimes, which include any bias motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property;

c) VAWA based crimes, which include sexual assault, domestic violence, dating violence, and stalking (VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040); and

d) Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug abuse-related law violations.

All personally identifiable information is kept private, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: presidents, vice-presidents, student affairs/student conduct staff, campus law enforcement/public safety, local police, coaches, athletic directors, student activities staff, human resources staff, Advisors to student organizations, and any other official with significant responsibility for student and campus activities.

XX. Alleged Violations Of The Title IX Policy

1. Overview

MCCCD will act on any formal or informal notice/complaint of violation of the Title IX Sexual Harassment policy ("the Policy") that is received by the Title IX Coordinator or any other Official with Authority by applying these procedures.

The procedures below apply **only** to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined in Section XIII) involving MCCCD students, staff, administrator, or faculty members.

Unionized/other categorized employees are subject to the terms of their agreements/employees' rights to the extent those agreements do not conflict with this policy.

2. Notice/Complaint

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of this Policy, MCCCD will initiate a prompt initial assessment to determine the next steps. The Title IX Coordinator will initiate at least one of three responses:

1) Offering supportive measures because the Complainant does not want to proceed formally;
2) Offering supportive measures and initiating an informal resolution; or
3) Offering supportive measures and initiating a Formal Grievance Process including an investigation and a hearing to determine whether or not the Policy has been violated.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator (or designee) will engage in an initial assessment, which is typically one (1) to five (5) business days in duration.

For more information related to the Initial Assessment, please see The Investigative Process.

4. Emergency Removal

In the event an emergency removal is considered, the Title IX Coordinator will follow the procedures outlined in Section VIII of this policy.

5. Dismissal (Mandatory and Discretionary)

Mandatory Dismissal: The Title IX Coordinator **must** dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

1) The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy hereinabove, even if proved; and/or
2) The conduct did not occur in an educational program or activity controlled by MCCCD (including buildings or property controlled by recognized student organizations), and/or MCCCD does not have control of the Respondent; and/or
3) The conduct did not occur against a person in the United States.

Any conduct alleged in the formal complaint that is dismissed under the first (1st) provision above will be referred by the Title IX Coordinator to the Student Code of Conduct administrator (for student Respondents) or the college or district Human Resources administrator (for employee/third party Respondents). Referrals shall take place within three (3) days of the date of the Dismissal Letter being mailed to the parties.

Discretionary Dismissal: The Title IX Coordinator **may** choose to dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it; or
2) The Respondent is no longer enrolled in or employed by the MCCCD; or
3) Specific circumstances prevent MCCCD from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, MCCCD will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

Both mandatory and discretionary dismissal decisions are appealable by any party under the procedures for appeal below.

6. Counterclaims

MCCCD is obligated to ensure that the grievance process is not abused for retaliatory purposes. MCCCD permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims made with retaliatory intent will not be permitted and may constitute a violation of this policy.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator.

7. Right to an Advisor

The parties may each have an Advisor of their choice. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the MCCCD community. The Advisor may be present with the Complainant or Respondent for all of their meetings and interviews within the resolution process, if they so choose.

The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available. "Available" means the party agrees to act as Advisor and has no conflict of interest in doing so. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker.

If the parties choose an Advisor from the pool available from the MCCCD, the Advisor will be trained by the MCCCD and be familiar with the MCCCD's resolution process. If the parties choose an Advisor from outside the pool of those identified by the MCCCD, the Advisor may not have been trained by the MCCCD and may not be familiar with MCCCD policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a hearing. If either party chooses not to have an Advisor present in the initial stages of the resolution process, this choice will be documented in the record of the case.

For more information regarding the training received by an Advisor, please see Advisors FAQ.

a. Advisors in Hearings/MCCCD-Appointed Advisor

Under U.S. Department of Education regulations applicable to Title IX, cross-examination is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, MCCCD will appoint a trained Advisor for the limited purpose of conducting cross-examination.

A party may reject this appointment and choose their own Advisor, but they may not proceed with the hearing without an Advisor. If the party's Advisor will not conduct cross-examination, MCCCD will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker during the hearing.

b. Pre-Interview Meetings

Advisors may request to meet with the administrative officials conducting interviews/meetings in advance of these interviews or meetings. In order for a pre-interview meeting to be held it must be requested by the Advisor. This pre-meeting allows Advisors to clarify and understand their role and MCCCD's policies and procedures. A pre-interview meeting is not mandatory.

c. Advisor Violations of MCCCD Policy

All Advisors are subject to the same MCCCD policies and procedures, whether they are attorneys or not. Advisors are expected to advise without disrupting proceedings. Advisors may not address MCCCD officials in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not speak on behalf of their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the investigator(s) or other Decision-maker except during a hearing proceeding, during cross-examination.

The parties are expected to respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If an Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

d. Sharing Information with the Advisor

Parties may share documentation and evidentiary information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

MCCCD also provides a consent form (FERPA authorization to release) that authorizes the MCCCD to share such information directly with a party's Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before MCCCD is able to share records with an Advisor.

The MCCCD will not comply with any party's request that all communications be made through their attorney Advisor.

e. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by MCCCD. MCCCD may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the MCCCD's privacy expectations.

f. Expectations of an Advisor

The MCCCD expects an Advisor to adjust their schedule to allow them to attend MCCCD meetings when planned. At the sole discretion of the Title IX Coordinator, scheduled meetings may be changed to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. A Title IX Coordinator's decision as to whether to change meeting dates and times is final.

MCCCD may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

g. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

8. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with MCCCD policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose. MCCCD encourages parties to discuss this topic with their Advisors before doing so.

9. Formal Grievance Process

The Formal Grievance Process relies on a pool of administrators ("the Pool") to carry out the process. Members of the Pool are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees. They are also listed in the Annual Title IX Report published by the Title IX Office.

For more information regarding the Formal Grievance Pool—including selection, training, and responsibilities—please see Formal Grievance Pool.

10. Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of allegations (the "NOA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOA is also copied to the Complainant, who is to be given advance notice of when the NOA will be delivered to the Respondent.

The NOA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A statement of the potential sanctions/responsive actions that could result,
- A statement that the MCCCD presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- A statement about the MCCCD's policy on retaliation,
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor,
- A statement informing the parties that the MCCCD's policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,
- Detail on how the party may request disability accommodations during the interview process,
- A suggested date and time for an initial meeting (proper time will be given to allow for the selection of an Advisor),
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have, and
- An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and will be sent via electronic mail to the MCCCD-issued email account and mailed via regular mail to the local or permanent address as indicated in official MCCCD records. Notice is presumed to have been given upon emailing the NOA to the Respondent's MCCCD-owned email address. The NOA will also be placed in regular mail, postage pre-paid.

11. Resolution Timeline

The MCCCD will make a good faith effort to complete the resolution process within a sixty-to-ninety (60-90) business day time period, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

12. Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator shall appoint a team of two (2) investigators to investigate the allegations. Appointment of investigators typically occurs within two (2) business days of determining that an investigation should proceed.

13. Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. The Title IX Coordinator's decision allegations of bias or conflict of interest is final.

The Formal Grievance Process involves an objective evaluation of all relevant inculpatory and exculpatory evidence obtained. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

A Respondent is presumed not to be responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable preponderance of the evidence standard.

14. Delays in the Investigation Process and Interactions with Law Enforcement

The MCCCD may undertake a short delay in its investigation (several days) if the following circumstances require: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions, or such circumstances as determined by the Title IX Coordinator in their sole discretion.

The MCCCD will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. The MCCCD will promptly resume its investigation and resolution process as soon as feasible. During such a delay, MCCCD will implement supportive measures, as deemed appropriate.

The MCCCD's action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

15. The Investigation Process

All investigations should be thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. Either party may submit a written statement to the Title IX Coordinator outlining their position on the allegations.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses (at their own expense), and to fully review and respond to all evidence on the record.

For additional information regarding steps in the investigative process, please see Investigative Process.

16. Role and Participation of Witnesses in the Investigation

Witnesses (as distinguished from the parties) who are employees or students of the MCCCD are expected to cooperate with and participate in the MCCCD's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a violation of this policy and may warrant discipline.

While in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Skype, Zoom, FaceTime, WebEx, or similar technologies may be used for interviews if the Investigator(s) determine that timeliness or efficiency dictate a need for remote interviewing. MCCCD will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in addition to being interviewed.

17. Recording of Interviews

No audio or video recording of any kind is permitted during investigation meetings.

18. Evidentiary Considerations in the Investigation

The investigation does not consider:

1) incidents not directly related to the possible violation, unless they evidence a pattern;
2) the character of the parties; or
3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

19. Referral for Hearing

The Title IX Coordinator will refer the matter for a hearing, once the final investigative report is shared with the parties.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation, when the final investigation report is made available to the Parties and the Decision-maker for review and comment, unless all parties, and the Decision-maker agrees to an expedited timeline. This agreement must be in writing.

The Title IX Coordinator will select a Decision-maker that is hired from a list of approved attorneys for any hearing held under the Title IX policy.

20. Hearing Decision-maker Composition

The MCCCD will designate a single decision-maker. The single Decision-maker will also be the Chair of the hearing. The Decision-maker will not have had any previous involvement with the investigation. The Decision-maker is an out-sourced position. The Decision-maker will not be an MCCCD employee. The Decision-maker will have had no previous involvement in the matter at hand.

21. Evidentiary Considerations in the Hearing

Any evidence that the Decision-maker determines is relevant and credible may be considered. The hearing does not consider:

1) incidents not directly related to the possible violation, unless they evidence a pattern;
2) the character of the parties; or
3) questions and and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

   Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanction stage of the process.

The parties, if they so choose, may submit a written impact statement prior to the hearing for the consideration of the Decision-maker at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-maker renders a determination based on the preponderance of the evidence--whether it is more likely than not that the Respondent violated the policy as alleged.

22. Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties via email to the individual MCCCD-issued email address. Once emailed, notice will be presumptively delivered.

The notice will contain:

1. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
2. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities. Thoroughness and fairness are the primary FOCI of any Title IX hearing process. Hearings are generally scheduled for two (2) hours, but can be extended, as needed at the discretion of the Decision-maker, to ensure that both parties are able to present the information relevant to their position. (e.g., complicated fact pattern, numerous witnesses, etc.).
3. Any technology that will be used to facilitate the hearing.
4. A list of all those who will attend the hearing, along with an invitation to object to the Decision-maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
5. Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.
6. A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the Decision-maker may reschedule the hearing.
7. Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the MCCCD will appoint one. Each party must have an Advisor present. There are no exceptions.
8. An invitation to each party to submit to the Decision-maker an impact statement. Pre-hearing that the Decision-maker will review during any sanction determination.
9. An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
10. Direction that the parties may not bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the MCCCD and remain within the 60-90 business day goal for resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this policy is not in good standing to graduate.

23. Virtual Hearings

All hearings will occur virtually by use of technology, specifically WebEx or Zoom technology. Each party will be located in a separate room from the Decision-maker, but will be able to see and hear each other. Witnesses will testify in the same room as the Decision-maker, but not the room where the parties and their Advisors sit. The Title IX Coordinator will arrange to use technology to allow remote testimony without compromising the fairness of the hearing.

24. Pre-Hearing Preparation

The Decision-maker, or designee, after any necessary consultation with the parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing. During the ten (10) business day period prior to the hearing, the parties have the opportunity to review and comment on the final investigation report and available evidence.

The Decision-maker, or designee will also provide the parties a copy of the pre-hearing preparation checklist/document. A copy of the pre-hearing preparation checklist/document may be found on the MCCCD's Title IX webpage: https://district.maricopa.edu/consumer-information/title-ix/

25. Hearing Procedures

At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of sexual harassment and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the Title IX policy.

Participants at the hearing will include the Decision-maker, the hearing facilitator, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Decision-maker will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused from attendance.

26. Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the parties may agree to hear the allegations jointly. All parties must agree to a joint hearing. If one party does not agree, the default will be to hold the hearings separately.

In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. Refusal to Submit to Cross-Examination and Inferences

The Decision-maker may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

If charges of policy violations other than sexual harassment are considered at the same hearing, the Decision-maker may consider all evidence it deems relevant.

If a party's Advisor of choice refuses to comply with MCCCD's established rules of decorum for the hearing, MCCCD may require the party to use a different Advisor. If a MCCCD-provided Advisor refuses to comply with the rules of decorum, the Title IX Coordinator may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

28. Recording Hearings

Hearings (but not deliberations) are recorded by MCCCD for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-maker, the parties, their Advisors, and appropriate administrators of the MCCCD will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given a copy or be allowed to make a copy of the recording.

29. Deliberation, Decision-making, and Standard of Proof

The Decision-maker will deliberate alone to determine, by a preponderance of the evidence, whether the Respondent is responsible or not responsible for the policy violation(s) in question. The deliberation period is not to exceed five (5) days. The Decision-maker may consider the previously submitted party impact statements in determining appropriate sanction(s), when there is a finding of responsibility as to one or more of the allegations.

The Decision-maker will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The Decision-maker may--at their discretion--consider the statements, but they are not binding.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report typically should not exceed three (3) to five (5) pages in length and must be submitted electronically to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties in writing of the extension.

30. Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome, which shall include the final determination, rationale, and any applicable sanction(s). The Title IX Coordinator will then provide the Notice of Outcome to the parties and their Advisors within five (5) business days of receiving the Decision-maker's deliberation statement. The Notice of Outcome must be shared with the parties simultaneously.

Notification will be made in writing and will be mailed to the local or permanent address of the parties as indicated in official MCCCD records, or emailed to the parties' MCCCD-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

For more information about the Notice of Outcome Letter, please see Notice of Outcome.

31. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

1. The nature, severity of, and circumstances surrounding the violation(s)
2. The Respondent's disciplinary history
3. Previous allegations or allegations involving similar conduct
4. The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
5. The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
6. The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
7. Any other information deemed relevant by the Decision-maker

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

1. ***Warning***: A formal statement that the conduct was unacceptable and a warning that further violation of any MCCCD policy, procedure, or directive will result in more severe sanctions/responsive actions.
2. ***Required Counseling***: A mandate to meet with and engage in external counseling to better comprehend the misconduct and its effects.
3. ***Probation***: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.

4. ***Suspension***: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at MCCCD.
5. ***Expulsion***: Permanent termination of student status and revocation of rights to be on any MCCCD campus for any reason or to attend MCCCD-sponsored events.
6. ***Withholding Diploma***: MCCCD may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
7. ***Revocation of Degree***: MCCCD reserves the right to revoke a degree previously awarded from MCCCD for fraud, misrepresentation, and/or other violation of MCCCD policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
8. ***Organizational Sanctions***: Deactivation, loss of recognition, loss of some or all privileges (including MCCCD registration) for a specified period of time.
9. ***Other Actions***: In addition to or in place of the above sanctions, MCCCD may assign any other sanctions as deemed appropriate.

b. Employee Sanctions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

1. Warning – Verbal or Written
2. Performance Improvement/Management Process
3. Required Counseling
4. Required Training or Education
5. Probation
6. Loss of Annual Pay Increase
7. Loss of Oversight or Supervisory Responsibility
8. Demotion
9. Suspension with pay
10. Suspension without pay
11. Termination
12. Other Actions: In addition to or in place of the above sanctions, the MCCCD may assign any other sanctions as deemed appropriate.

32. Withdrawal or Resignation While Charges Pending

Students: If a student is a Respondent in a pending matter alleging a violation of the Title IX policy, the MCCCD may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide to not participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from the MCCCD, the resolution process ends, as the MCCCD no longer has disciplinary jurisdiction over the withdrawn student. A student who withdraws or leaves while the process is pending may not return to any MCCCD college. Such exclusion applies to all campuses of MCCCD. A hold will be placed on their ability to be readmitted. They may also be barred from MCCCD property and/or events.

However, MCCCD will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

During the resolution process, MCCCD may put a hold on a responding student's educational record that a disciplinary matter is pending.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as MCCCD no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with any MCCCD or any campus of the MCCCD, and the records retained by the Title IX Coordinator will reflect that status. Human Resources should also be notified and make the appropriate notation on its list of people who are not permitted to be rehired.

However, MCCCD will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination.

All MCCCD responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

33. Appeals

Any party may file a Request for Appeal by submitting such a request in writing to the Title IX Coordinator within five (5) days of the delivery of the Notice of Outcome Letter. Once the five (5) days have passed, the matter will be deemed closed.

The request for appeal will be forwarded to the Provost or Chief Academic Officer for the MCCCD, acting as the Appeal Chair, for consideration to determine if the request meets the grounds for appeal.

a. Grounds for Appeal

Appeals are limited to the following grounds:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) An allegation that the Title IX Coordinator, Investigators, or Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

The Appeal Chair will deny any request for appeal that does not meet the grounds in this policy and will notify the parties and their Advisors in writing of the denial and the rationale. Denials based on lack of grounds shall be communicated to the requesting party within five (5) days of the request for appeal being received by the Appeal Chair.

If any of the grounds in the Request for Appeal meet the grounds in this policy, then the Appeal Chair will:

1. Notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the investigators and/or the original Decision-maker.
2. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker a copy of the appeal request with the approved grounds outlined.
3. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and when appropriate, the investigators and/or the original Decision-maker five (5) days to submit a response to the portion of the appeal that was approved and involves them.
4. Collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and render a decision in no more than fifteen (15) days from the date the Request for Appeal was filed, barring exigent circumstances. All decisions apply the preponderance of the evidence.
5. Prepare a Notice of Appeal Outcome letter and send it to all parties simultaneously, which includes the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome letter will also outline specific instructions for remand or reconsideration of any sanction imposed by the Decision-maker, which MCCCD is permitted to share according to state or federal law.

The Notice of Appeal Outcome letter will be mailed to the local or permanent address of the parties as indicated in official institutional records and emailed to the parties' MCCCD-issued email or otherwise approved account. Notice is presumed to have been made once the letter is emailed.

b. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be continued or reinstated, subject to the supportive measures procedure in Section VII of this policy.

MCCCD may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

34. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the harassment, and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

1. Referral to community services including counseling and health services
2. Referral to the Employee Assistance Program
3. Education to the individual and/or the community
4. Permanent alteration of work arrangements for employees
5. Provision of campus safety escorts
6. Climate surveys
7. Policy modification and/or training
8. Implementation of long-term contact limitations between the parties
9. Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by the MCCCD to the Respondent to ensure that the Respondent did not experience effective denial of educational access.

The MCCCD will maintain the privacy of any Party subject to any long-term remedies/actions/measures, provided doing so does not impair the MCCCD's ability to provide these services.

35. Failure to Comply with Sanctions and/or Interim and Long-term Remedies and/or Responsive Actions

All parties are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker (including the Appeal Chair).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from the MCCCD.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

36. Recordkeeping

MCCCD will maintain for a period of seven (7) years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to the MCCCD's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, investigators, Decision-makers, and any person who facilitates an Informal Resolution process. MCCCD will make these training materials publicly available on MCCCD's website. (Note: If the MCCCD does not maintain a website, MCCCD must make these materials available upon request for inspection by members of the public.); and

7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
    a. The basis for all conclusions that the response was not deliberately indifferent;
    b. Any measures designed to restore or preserve equal access to the MCCCD's education program or activity; and
    c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The MCCCD will also maintain any and all records in accordance with state and federal laws. The MCCCD will follow the destruction of records policy as outlined by the state of Arizona.

37. Disabilities Accommodations in the Resolution Process

MCCCD is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the MCCCD's resolution process. Anyone needing such accommodation should contact the Title IX Coordinator and request the accommodation. The Title IX Coordinator shall seek consultation from the college Disability Resource Services Manager (for students) or Human Resources (for employees).

38. Mandatory Training

This policy requires that annual training for the Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will include:

1. the definition of sexual harassment under this policy,
2. the scope of the MCCCDs education program or activity,
3. how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and
4. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision-makers will receive annual training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators will receive annual training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

39. Revision of this Policy and Procedures

This policy and procedures supersede any previous policy(ies) addressing Title IX sexual harassment and discrimination. The policy (administrative regulation) will be reviewed and updated as needed by the Title IX Coordinator, in consultation with any other stakeholders deemed necessary by the Title IX Coordinator and upon approval by the Chancellor. MCCCD reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. District legal may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

This policy and procedures are effective August 14, 2020

ATIXA 2020 One Policy, Two Procedures Model.

Use And Adaptation Of This Model With Citation To ATIXA Is Permitted Through A Limited License To Maricopa County Community College District All Other Rights.

5.1.17 Prohibited Sex Discrimination, Sex-Based Harassment, and Retaliation (2024) has been hereby repealed and is no longer effective.

5.1.18 Pregnancy and Related Conditions and Parenting Student

1. Non-discrimination Statement

MCCCD does not discriminate in its education program or activity against any applicant for admission, student, applicant for employment, or employee on the basis of current, potential, or past pregnancy or related conditions as mandated by title ix of the education amendments of 1972 (Title IX). MCCCD prohibits members of the MCCCD community from adopting or implementing any policy, practice, or procedure which treats an applicant for admission, student, applicant for employment, or employee differently on the basis of current, potential, or past parental, family, or marital status. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

2. Definitions

- **Familial status**. The configuration of one's family or one's role in a family.
- **Marital status**. The state of being married or unmarried.
- **Parental status**. The status of a person who, with respect to another person who is under the age of 18 or a person who is 18 or older but who is incapable of self-care because of a mental or physical disability. Is a biological, adoptive, foster, or stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- **Pregnancy and related conditions**. The full spectrum of processes and events connected with pregnancy, including pregnancy, childbirth, termination of pregnancy, or lactation; related medical conditions; and recovery therefrom. Termination of pregnancy includes the end of pregnancy in any manner, including, miscarriage, stillbirth, or abortion.
- **Reasonable modifications**. Individualized modifications to the recipient's policies, practices, or procedures that do not fundamentally alter the recipient's education program or activity.

3. Reasonable Adjustments for Students

Students who are pregnant or are experiencing related conditions are entitled to reasonable adjustments to prevent sex discrimination and ensure equal access to MCCCD's education program and activity. Any student seeking reasonable modifications must contact the TIXC to discuss appropriate and available reasonable modifications based on their individual needs. Students are encouraged to request reasonable modifications as promptly as possible, although retroactive modifications may be available in some circumstances. Reasonable modifications are voluntary, and a student can accept or decline the offered reasonable modifications. Not all reasonable modifications are appropriate for all contexts.

Reasonable modifications/adjustments and other information is located at: https://district.maricopa.edu/consumer-information/title-ix/working-pregnant-and-parenting-students

Supporting documentation for reasonable adjustments will only be required when it is necessary and reasonable under the circumstances to determine which reasonable adjustments to offer to determine other specific actions to take to ensure equal access.

Information about pregnant students' requests for modifications will be shared with faculty and staff only to the extent necessary to provide the reasonable modification.

Students experiencing pregnancy-related conditions that manifest as a temporary disability under the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act are eligible for reasonable accommodations just like any other student with a temporary disability. The TIXC will consult with Disability Resources and Services (DRS) to ensure the student receives reasonable accommodations for their disability as required by law.

4. Certification to Participate

All students should be informed of health and safety risks related to participation in academic and co-curricular activities, regardless of pregnancy status. A student may not be required to provide health care provider or other certification that the student is physically able to participate in the program or activity, unless:

- The certified level of physical ability or health is necessary for participation;
- The institution requires such certification of all students participating; and
- The information obtained is not used as a basis for pregnancy-related discrimination.

5. Lactation Space Access

MCCCD provides students and employees with access to lactation spaces that are functional, appropriate, and safe. Such spaces are regularly cleaned, shielded from view, and free from the intrusion of others.

6. Leaves of Absence

Students are permitted to take a voluntary leave of absence for a reasonable time as deemed medically necessary by their healthcare provider because of pregnancy and/or the birth, adoption, or placement of a child. The leave term may be extended in the case of extenuating circumstances or medical necessity. To the extent possible, MCCCD will take reasonable steps to ensure that students who take a leave of absence or medical leave return to the same position of academic progress that they were in when they took leave, including access to the same or an equivalent course catalog that was in place when the leave began.

Continuation of students' scholarships, fellowships, or similar MCCCD-sponsored funding during the leave term will depend on student registration status and the policies of the funding program regarding registration status. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar MCCCD-supported funding by exercising their rights under this policy.

In order to initiate a leave of absence, the student must contact the TIXC at least thirty (30) calendar days prior to the initiation of leave, or as soon as practicable. The TIXC will assist the student in completing any necessary paperwork.

7. Student Parents

Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period during the first eight (8) weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration among the student's academic advisor, and the appropriate academic department(s).

Students seeking a period of modified academic responsibilities may consult with the TIXC to determine appropriate academic adjustment requests. Students are encouraged to work with their faculty members to reschedule course assignments, lab hours, examinations, or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the TIXC. If, for any reason, caretaking/parenting students are not able to work with their faculty members to obtain appropriate modifications, students should alert the TIXC as soon as possible, and the office will help facilitate needed accommodations and modifications.

Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence. While receiving academic modifications, students will remain registered and retain benefits accordingly.

8. Regulation Dissemination and Training

A copy of this Regulation will be made available to employees in annually required training and posted on the MCCCD website. MCCCD will alert all new students about this regulation and the location of this regulation as part of orientation. The TIXC will make educational materials available to all members of the MCCCD community to promote compliance with this regulation and familiarity with its procedures.

9. Revision of this Regulation

The Regulation will be reviewed and updated as needed by the TIXC, in consultation with any other stakeholders deemed necessary and upon approval by the chancellor. MCCCD reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

If government laws or regulations change, or court decisions alter, the requirements in a way that impacts this Regulation, this Regulation will be construed to comply with the most recent government regulations or holdings.

This Regulation is effective August 1, 2024.

BASED ON THE 2024 ATIXA TITLE IX MODEL POLICY AND PROCEDURES (AMPP).

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Appendix ND-2 Discrimination Complaint Procedures for Students

I. This procedure provides for the prompt and equitable resolution of discrimination and harassment complaints brought by students against a member of the college community that is based on membership in a "protected class/category" (not otherwise addressed in the Title IX Sexual Misconduct Policy).

   1. Complaints may be brought under this procedure for discrimination based on membership in a protected group: race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment) not including those cases under the Title IX Policy Jurisdiction), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information.
   2. All members of the college community should act promptly upon receipt of an allegation of conduct that might constitute harassment and/or discrimination. Any member of the college community should refer a person who might be a victim of such conduct the college's Equal Opportunity & Title IX Regional Director [Regional Director] (or designee) or to the district's Title IX, ADA/504 Coordinator who are both responsible for resolving complaints of unlawful harassment/discrimination.
   3. Students who believe they are experiencing sexual harassment IN VIOLATION OF TITLE IX SHOULD submit a written complaint under Administrative Regulation 5.1.16, Title IX Sexual Harassment Policy.
   4. Students who wish to file a complaint related to disability accommodations should first exhaust the remedies outlined under A.R. 2.8 Students with Disabilities.
   5. Students who feel they have been treated unfairly or unjustly by a faculty member regarding instruction or a grade **not involving discrimination based on membership in a protected group (as outlined above)** should utilize the S-6 Instructional Grievance Process.

II. College officials should take all necessary steps to ensure the prompt and equitable resolution of any complaint of harassment/discrimination. The typical time period to resolve allegations under this policy is sixty (60) business days. MCCCD will make a good faith effort to complete the resolution process within this period. any extenuating circumstances that extend this time period will be communicated to the complainant and respondent and noted in the investigative file.

   1. The term 'complainant" refers to an individual who has experienced the alleged prohibited conduct. only the person who has experienced the alleged prohibited conduct may file a complaint under this policy. The term "Respondent" refers to an individual who has been accused of engaging in prohibited conduct.
   2. The written complaint must identify the action, decision, conduct, or basis that the student believes constitutes prohibited discrimination or harassment. If the complaint does not contain the above-referenced information, the regional Title IX Director Or district Title IX, ADA/504 Coordinator will request clarification.
   3. Every effort will be made to address the complaint consistent with the complainant's desires. However, under certain circumstances, the MCCCD may have a legal obligation to identify and remedy discrimination or harassment, irrespective of whether a formal complaint is actually filed and even if the complainant would prefer no action be taken.

III. Optional Informal Resolution of Discrimination Complaints

1. Before filing a formal complaint under this procedure, the student may attempt to resolve the problem through informal discussions with the respondent. Students are not required to use the informal resolution process before filing a formal complaint.
2. The student should work with the regional director to schedule and facilitate the informal resolution meeting.
3. The informal resolution process consists of:

   a) the discussion between parties regarding the allegations,

   b) the response to the allegations, and

   c) a written resolution agreement between the parties as to the disposition of the allegations. The Regional Director shall be involved with the drafting of the written resolution agreement.
4. Both parties must sign the written resolution agreement in order to deem the matter closed.
5. There is no appeal to the informal resolution process. The Regional Director is charged with ensuring the disposition (and any actions stated therein) is completed.
6. At any time before the signing of the resolution agreement, the student can end the informal process and initiate the formal process.
7. If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a formal complaint and to proceed under the formal resolution procedures.

IV. Formal Resolution of Discrimination Complaints

1. A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Regional Director at each respective college or center or the district's Title IX, ADA/504 Coordinator if the respondent is a district office employee.
2. A formal complaint is a signed and dated document submitted by the complainant (an email from the student will suffice) alleging a policy violation by a respondent, a summary of allegations, and requesting that the MCCCD investigate the allegation(s).
3. The formal process consists of a signed complaint, preliminary assessment, an investigation, a determination regarding the allegation, appropriate corrective action or sanctions when the complaint is substantiated, and an offered appeal process.
4. Upon receipt of a formal complaint of discrimination or harassment, the regional director shall conduct a preliminary assessment to determine whether, if substantiated, the behavior or conduct reported would constitute a violation of MCCCD policy. The Regional Director Has sole discretion to determine whether further investigation is necessary in any particular case. In circumstances where a complaint will not be investigated, the complaint will be notified.
5. Following the determination that an investigation should take place, the Regional Director shall appoint two (2) trained investigators to investigate the allegations. The complainant, respondent and/or investigators shall disclose any potential conflicts of interest or bias regarding the complaint to the Regional Director.
6. Regional Director will provide written notice of allegations (the "NOA") to the respondent upon commencement of the formal resolution process. The NOA will include:
   - a summary of all allegations,
   - specific policies implicated,
   - a statement of the potential sanctions/corrective actions that could result,
   - a statement that the applicable evidentiary standard is a preponderance of the evidence,
   - a statement that the MCCCD presumes the respondent is not responsible for the reported misconduct unless and until the evidence supports a determination of a policy violation,
   - the name(s) of the assigned investigator(s),
   - detail on how the party may request disability accommodations during the interview process,
   - a statement about MCCCD's policy on retaliation, and
   - an instruction to preserve any evidence that is directly related to the allegations.

7. Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available. Notice is presumed to have been given upon emailing the NOA to the respondent's MCCCD-owned email address.
8. The investigators shall review all information provided to the Regional Director and will interview individuals who potentially possess relevant evidence as identified by the parties and determined by the investigators. the investigators shall focus on the allegation(s) of policy violation, assess the relevance of witnesses and evidence, and work efficiently to conclude the investigation promptly (within 60 business days), as outlined in this procedure. The investigators shall deliver to the Regional Director the investigation report, which shall include:
   a. a summary of the allegations,
      a detailed fact-finding report of relevant evidence
9. Within ten (10) business days following receipt of the results of the investigation the Regional Director will accept or recommend further investigation. The Regional Director will provide a written notification of the investigation outcome simultaneously to the complaint and respondent. This outcome notification will include a summary of the investigator's written findings.

V. Sanctions and Corrective Action

1. The Vice President of Student Affairs will implement student sanctions as appropriate under A.R. 2.5 Student Rights and Responsibilities Policy. If the respondent is an employee, the Vice President of Student Affairs will report the findings of fact and policy conclusions to the college or district human resources who will issue appropriate disciplinary sanctions or corrective action.
2. MCCCD has clear policy goals to prevent and correct discrimination or harassment, therefore, possible sanctions include, but are not limited to: written warning, counseling, suspension, transfer, mandatory training, or dismissal of the respondent. As appropriate to remedy the effects of policy violations, action on behalf of complainants, such as employee assistance, professional counseling, voluntary transfer, etc., may also be offered. The institution will take appropriate steps to prevent further occurrences.

VI. Supportive Measures

For any allegation of unlawful discrimination, the MCCCD may provide supportive measures to assist or protect the parties during the pendency of the investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

VII. Appeal Right

1. A complaint or respondent who is not satisfied with the outcome has five (5) business days to submit an appeal of the decision in writing, to the College President. If a conflict of interest prevents the College President from serving as the appeal officer, then the district Provost shall serve as the appeal officer. For respondents who are district office employees, the Provost shall serve as the appeal officer. If the provost has a conflict of interest, a College President may serve as the appeal officer. Conflicts of interest requiring a change of appeal officer shall be communicated to the requesting party.

   Grounds for Appeal. Appeals are limited under the following grounds:

   a) Procedural irregularity that affected the outcome of the matter; **or**,
   b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
2. The appeal request must state the grounds for appeal and why the complainant or respondent believes the outcome was improper.
3. Denials based on lack of grounds shall be communicated to the requesting party within five (5) business days of the request for appeal being received by the appeal officer.

4. If any grounds for appeal are met, the appeal officer will review the results of the investigation and written findings and respond to the request within ten (10) business days from receipt of the request. The ten-day review and response period may be extended for extenuating circumstances, with notice to all parties. the appeal officer may accept, reject, or modify the investigatory outcome. If the appeal officer determines that it is necessary to remedy a substantial deficiency caused by one of the appeal grounds above, the case file will be reopened and assigned for further investigation. If necessary, other investigator(s) may be assigned. If the appeal officer determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will affirm the investigation outcome. At this point, the student has exhausted the Discrimination Complaint Procedure for Students.

VIII. Maintenance of Documentation

Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be maintained in accordance with state and MCCCD document retention guidelines, A.R. 4.15 Retrieval, Disclosure and Retention of Records.

IX. 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.

X. 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. As per A.R. 5.1.15 Retaliation Prohibited, "MCCCD strictly prohibits an adverse action that might deter a reasonable person from participating in activity protected by anti-discrimination laws."

XI. 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 under the Student Conduct Code or appropriate employee Administrative Regulation.

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 events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

Designated Areas: Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

Use Fees and Proof of Insurance: To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

Permits: The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

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 College 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.

Student Rights and Responsibilities

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 Recording of Faculty Lectures

1. 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 record (audio/visual) their classes.
2. Each faculty member shall inform their students in the course syllabus or other course introductory material of their policy with regard to recording of class lectures. Failure to do so will accord students the right to record lectures. A lecture is defined as anything upon which a student is tested or that is part of the curriculum or course content whether in person, virtual, or pre-recorded. A restriction on recording does not apply if the recording is allowed under another policy.
    a. Students, regardless of whether they have permission or not from the faculty member to record class lectures, may not reproduce or otherwise share and/or distribute all or part of recorded class lectures and/or activities taking place during class time, without the written consent of the faculty member. (Reproducing includes, but is not limited to, posting any pre-recorded or real time recording of a class lecture—in whole or in part—to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.)).
    b. Any violation of AR 3.4 (2)(a) may constitute "academic misconduct" prohibited by AR 2.3.11 Academic Misconduct.
3. Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation – subject to engagement in the interactive process and a determination of functionallimitation as outlined in AR 2.8 Students with Disabilities – to remedy this inability. Approved accommodation may require a faculty member to modify their recording policy for the affected student.

    In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, a student with a qualifying disability which adversely affects the student's ability to take or read notes may be permitted to audio record class lectures as a reasonable academic accommodation.

    In an effort to address faculty concerns for privacy and protection of copyright while still assuring the availability of recording classroom lectures as a reasonable accommodation for students, use of this accommodation is subject to the following conditions:

    a. The faculty member must have received the Disability Resource Services (DRS) Faculty Notification Letter specifying the recording of classroom lectures as a granted reasonable accommodation.

b. Such recordings of class lectures are only for the student's personal use in study and preparation related to class.

c. The student must comply with a faculty request to stop recording during discussions, demonstrations, presentations, guest speakers, and situations of a sensitive nature. The faculty member should provide as much notice of these situations as possible in order for the student to coordinate with the faculty member and DRS to have notes taken on the substantive parts of the lecture.

d. The student may not share classroom lecture, or any other recordings made during class time with any other person or in any media or on a public or private platform without the written consent of the faculty member.

e. Information contained in the authorized audio recorded lectures, and any other recordings whether authorized or unauthorized, may be protected under federal copyright laws and may not be published or quoted without the written consent of the faculty and without giving proper identity and credit to speakers, this includes publication via any social media platform, emails, or text messages.

f. The student may not use the authorized recorded lectures, and any other recordings whether authorized or unauthorized, against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity. This provision is subject to the protections under policy and the law.

g. The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the faculty member, the student will return all class recordings to the faculty member for erasure. Faculty members should provide DRS with a copy of the aforementioned written request. Likewise, students are not permitted to post the lectures on any social media platform, website, or learning management system without the instructor's written consent except for communications to the instructor of record.

h. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the faculty member.

i. Audio, or any other recordings outside of the aforementioned lectures (including fieldwork, internships, etc.) may be discussed on a case-by-case basis in collaboration with the faculty member, program of study, site manager, and DRS. In clinical/experiential learning placements, the recording of any discussions, lectures, or conversations are never permitted.

j. Students, regardless of whether they have permission or not from the faculty member to record class lectures or any other part of the classroom/class time experience, may not post all or part of recorded class lectures or any other recordings made during class time to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.), or otherwise reproduce, share and/or distribute to any other person or party.

k. Any violation of AR 3.4(3) may constitute "academic misconduct" prohibited under AR 2.3.11 Academic Misconduct.

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 transmitted 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 MCCCD'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 metal and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
    C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
    D. Encouraging or forcing use of alcohol or drugs.
    E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
    F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
    G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
    H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
    I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
    J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.
8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with the student disciplinary code, all other college and MCCCD policies, and local and state laws.

Alleged violations of the MCCCD hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code.

The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.

9. Alleged violations of the MCCCD hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with college and MCCCD policies, and local and state laws.

   Any MCCCD faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and MCCCD policies, and local and state laws.

10. If the vice president of student affairs' office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, district, local, state and federal guidelines, policies and laws.

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 - Agreement to Serve Alcohol Part II. 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

This policy is intended to specify the disability documentation required that will qualify Maricopa County Community College District (MCCCD) students for reasonable and appropriate academic adjustments through each college's Disability Resources And Services (DRS) office.

Only accommodations granted by the respective college DRS office and communicated to faculty through a Faculty Notification Letter (FNL) will be recognized by the District as approved accommodations for students with disabilities.

Faculty are not required to provide reasonable accomodations/academic adjustments to students with disabilities unless the student has registered with DRS and engages in the interactive process.

I. General Eligibility Requirements

1. To receive services from the DRS, a student must be admitted and enrolled as an MCCCD student.
2. The student must provide the DRS office with documentation of a qualifying disability that verifies the nature and extent of the disability prior to receiving any accommodation or academic adjustment.
    a. Any of the following submitted by an individual seeking admission to MCCCD is sufficient to establish that the individual is an individual with a disability:
        1. Documentation that the individual has had an individualized education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act, including an individualized education program that is not current on the date of the determination that the individual has a disability. MCCCD may ask for additional documentation from an individual who had an individualized education program but who was subsequently evaluated and determined to be ineligible for services under the Individuals with Disabilities Education Act, including an individual determined to be ineligible during elementary school.
        2. Documentation describing services or accommodations provided to the individual pursuant to a Section 504 plan as defined in Section 15-731.
        3. A plan or record of service for the individual from a private school, a local education agency, a state educational agency or an institution of higher education provided in accordance with the Americans with Disabilities Act of 1990.
        4. A record or evaluation from a relevant licensed professional finding that the individual has a disability.
        5. A plan or record of disability from another institution of higher education.
        6. Documentation of a disability due to service in the uniformed services.
    b. If a student does not have documentation, they are still required to follow the application and intake process, which includes meeting with a DRS representative and participating in the interactive process. Additional documentation may be required to establish the need for an academic adjustment/accommodation after a student has been identified as a student with disabilities (see section IV1(F)).
    c. Provisional accommodations may be granted to a student by DRS to assist students while they collect appropriate documentation to support their eligibility for accommodations/academic adjustments. such provisional accommodations must not exceed thirty (30) days, unless such extensions are granted due to extenuating circumstances. In these cases, an additional thirty (30) days of provisional accommodations may be granted. Any extension request beyond the additional thirty (30) days must be reviewed by the District ADA/504 Coordinator. Such extension must be based on extenuating circumstances beyond the control of the requesting student, and is not guaranteed.
    d. In the case of compressed classes (classes shorter than the standard 14 or 16-week schedule), provisional accommodations (as defined in 2.3 above) should be granted when the student has provided proof of a disability (as outlined in 2(A)(1-6)) and either supporting documentation regarding the need for academic adjustments/accommodations or other information at the intake meeting (or other meeting/email exchange with the DRS office) to support the need for academic adjustments/accommodations in order to access education and/or the educational environment. Reasonable provisional accommodations should be granted for compressed classes until such time as formal approval of academic adjustments can be arranged, a determination is made that the student is not eligible for reasonable accommodations/academic adjustments, or thirty (30) days of provisional accommodations have passed. The DRS office and the student requesting accommodations/academic adjustments should work together to ensure reasonable accommodations are granted promptly. Nothing in this paragraph is intended to disturb DRS processing of accommodation requests or the need for reasonable documentation to support the request for accommodations/academic adjustments.

II. Who is Eligible for Services

1. To be eligible for DRS support services, a student must have a disability as defined by federal law (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).
2. An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these federal laws.
3. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage.

III. Definitions:

1. **Academic Adjustment** means: a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to provide access to the academic and educational environment. Academic adjustments may include changes in the length of time permitted for 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. academic adjustments may not substantially or materially alter the course modality, curriculum, competencies or degree requirements.
2. **Accommodation** means: An alteration of environment, curriculum format, or equipment that allows a student with a disability to gain access to content and/or complete assigned tasks. accommodations allow students with disabilities to pursue a regular course of study. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

   Examples of accommodations include, but are not limited to, sign language interpreters for students who are hearing impaired, computer text-to-speech, computer-based systems for students with visual impairments or dyslexia; extended time for students with fine motor limitations, visual impairments, or learning disabilities, and large-print books and worksheets for students with visual impairments.
3. **Current Documentation** means: documentation of a diagnosed physical or mental impairment that is dated within 5-7 years. Adult norms must be used for all testing provided as documentation.
4. **Major Life Activities** include, but are not limited to: functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive function.
5. **Mental Impairment** means: any mental or psychological disorder, including but not limited to, intellectual disabilities (intellectual developmental disorder), organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. an impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

6. **Physical Impairment** means: a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

IV. Procedures

1. General Procedures
   a. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.
   b. Any instructor, academic staff member, or support staff (i.e., admissions of financial aid employees) who receives a request from a student for accommodations/academic adjustments due to a disability must refer the student to the college's DRS office.
   c. All requests for academic adjustments/accommodations shall be considered on an individual, case-by-case basis and all reasonable and appropriate requests for academic adjustments/ accommodations from eligible students shall be considered by DRS. DRS may exercise its right to require additional documentation in support of a request for academic adjustment/ accommodation.
   d. Academic adjustments/accommodations are determined by the DRS office through an interactive exchange (the interactive process) with the eligible student. The interactive exchange may continue during the course of the year and may involve faculty members' input regarding the terms and conditions of the course or program of study. Accommodations/ academic adjustments in the classroom environment shall require participation of course faculty.
   e. MCCCD is not required to provide "best" or "most desired" accommodations, but rather a reasonable accommodation sufficient to provide the eligible student equal access to the educational environment/activities.
   f. MCCCD shall continue the interactive process to establish a reasonable accommodation for an individual pursuant to Section 504 of the Rehabilitation Act of1973 and the Americans with Disabilities Act of 1990 until it finds an accommodation or accommodations that meet the needs of the individual and do not impose an undue burden on college/district.
2. Material Alteration of class or certification requirement
   a. If a faculty member believes the DRS approved academic adjustment/ accommodation would alter an essential academic course competencies, curriculum, or a licensing requirement, the instructor shall meet with the DRS office as part of the interactive process. In the event this issue was not previously addressed in the interactive process, a conversation with DRS should take place within five (5) days of the faculty member's receipt of the faculty notification letter outlining the approved academic adjustment/accommodation. The parties will attempt to resolve the concern.
   b. If the faculty member's concerns are not resolved after the meeting with the DRS Manager/ Director, the faculty member and the DRS Manager/Director will meet with the Chief Academic Officer, or designee, and the District ADA/504 Coordinator to resolve the concern. This meeting should take place within three (3) days of the meeting between the DRS Manager/Director and the faculty member. The Chief Academic Officer's decision is final.
   c. Any change in the DRS office's initial recommendation resulting from the meeting with the Chief Academic Officer will be communicated to the student by the DRS office and the interactive process will continue in an effort to provide reasonable and appropriate academic adjustments/ accommodations.

3. Recipients of federal funds are prohibited from intimidating, threatening, coercing, discriminating or otherwise retaliating against any individual for the purpose of interfering with any right or privilege secured by this policy or by federal and/or state law. 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 strictly prohibited and may be grounds for disciplinary action.

V. Rights And Responsibilities

1. Students served by Disability Resources and Services have the right:
   a. To an equal opportunity to access course information and materials
   b. To an equal opportunity to participate in and benefit from the college community
   c. To choose whether or not to disclose the nature of their disability to their professor(s). The information the student provides to DRS is protected by FERPA.
   d. To request reconsideration of accommodation determinations if dissatisfied with the granted accommodations because they believe their disability(ies) is/are not being properly accommodated or if they believe they have been discriminated against during the interactive process.
   e. To be free from retaliation for seeking redress under this or other district policy.
2. Students served by Disability Resources and Services responsibilities:
   a. Self-identify to DRS as having a disability and provide accurate, recent, and timely documentation.
   b. Check MCCCD email and/or DRS connect portal for updates and announcements.
   c. Request accommodations each semester in a timely manner and understand that a late request does not constitute retroactive adjustments.
   d. Notify DRS if classes are dropped or added.
   e. Ensure that instructors have received the Faculty Notification Letter once it has been issued through drs connect.
   f. Communicate directly with DRS regarding exam accommodations, such as taking exams in the testing center, and stay in communication about the time and place for such exams.
   g. Contact DRS in a timely manner if having any difficulty securing or arranging accommodations.
   h. Promptly return any borrowed or assigned equipment (as an accommodation) to DRS when it is no longer needed.
   i. If approved for note taking or audio recording services, understand that these services are for personal use only and may not be shared. In addition, the student must understand that you must be present in class to receive these services.
   j. Understand that requesting accommodations does not mean that the student's request will be approved.
   k. Meet the same standards—academic, technical, performance, and behavioral—expected of all Maricopa County Community College students.
   l. Accommodations may be granted on a provisional basis (30 days). This may be based on the need for additional documentation. In these cases, the student will need to update their documentation to receive accommodations beyond the 30 days. The student must understand that approval will be based on a review of the new documentation and there is no guarantee that the provisional (or any) accommodations will be approved.
   m. Understand that faculty are not required to provide any accommodation that fundamentally alters the nature of their course or lowers the academic standards.

VI. General Disability Documentation Guidelines

Physical Disabilities

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of 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, psychologists, neuropsychologists, audiologists).

Learning Disabilities

Maricopa County Community College District, Disability Resources and Services will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate, psychoeducational evaluations that demonstrate current functional limitations of the disability.

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities, including all battery scores in addition to evaluative notes.

Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of adhd that are based on age-appropriate, diagnostic evaluations, administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists). submitted documentation must demonstrate current functional limitations of the disability.

Psychiatric Disabilities

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists).

Submitted documentation must demonstrate current functional limitations of the disability.

VII. Additional Documentation Guidelines and Resources

The Maricopa County Community College District, Disability Resources and Services can provide a "disability verification form" that can be completed by a trained and qualified professional, or the professional may choose to submit a letter. The letter must be on letterhead, with date and signature (including license number, if applicable), and must include the following:

1. a diagnostic statement identifying the disability (including the date of the diagnosis)
2. current severity/impact of the disability (mild/moderate/severe)
3. an assessment of major life activities that are impacted by the disability (e.g., learning, concentration, class attendance, social interactions, reading, walking, etc.) and
4. specific recommendations for accommodations. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

VIII. Request For Reconsideration and Grievance Procedure

1. Request For Reconsideration
    a. If a student is unsatisfied with either the academic adjustments/ accommodations granted by the DRS office or the denial of academic adjustments/accommodations, the student should submit **in writing** to the respective college DRS Manager/Director the specific reason(s) they are unsatisfied and the redress they seek. The DRS Manager/Director will respond to this communication within five (5) business days. The communication should outline the Manager/ Director's response as well as if there has been a determination that an adjustment or change of accommodation status is warranted.
    b. If the student is still dissatisfied with their academic accommodations or the denial of their accommodations, the student may submit a formal request for reconsideration of accommodation to the accommodation review committee (ARC).
        1. The request for reconsideration must be made in writing within ten (10) business days of the mailing of the DRS response to the initial request for reconsideration.
        2. This written request should be delivered to the District ADA/504 Coordinator and must include a statement of desired outcome. In reviewing a request for reconsideration, the ARC will rely on the documentation available to the DRS at the time of the initial decision in making accommodation determinations.
        3. The ARC shall consist of two (2) DRS Managers/Directors from colleges unaffiliated with the student, and one Equal Opportunity & Title IX Regional Program Director.

c. The ARC will respond to students within ten (10) business days of the district ADA/504 coordinator receiving the request for reconsideration.

d. **The ARC may uphold the original accommodation determination or may return the matter to the granting college's DRS team to revisit the interactive process**. The decision of the ARC shall be final. Any changes to accommodations will be communicated **to the student by the DRS office**. Accommodations are not retroactive.

2. Grievance Procedure

   a. If a student believes they have been subject to unlawful discrimination based on their disability, the student may file a complaint under the Discrimination Complaint Procedures for Students. (Appendix ND-2)

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; (d) unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (e) unauthorized use of generative Artificial Intelligence (AI) tools to complete an assignment or exam without the approval of the instructor of the class; and (f) fabrication of data, research, facts, or information.

C. Plagiarism is the act of using the ideas, words, or creative work generated by another person or entity without proper attribution. 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 unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (c) information gathered from the internet and not properly identified; and (d) the unauthorized use of generative AI tools to complete some or all of an assignment or exam without the approval of the instructor of the class.

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 including, but not limited to:

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

A faculty member may remove a student from one (1) class meeting for disciplinary reasons. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined in AR 2.5.2.

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 of 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.

Also See:

2.3.4 Academic Standing, Warning, and Probation

2.3.5 Instructional Grievance Process (Appendix S-6 Instructional Grievance Process)

2.5.2 Student Conduct Code

2.11 Student-Athlete Name, Image, Likeness Activity

The purpose of this regulation is to define the institutional guidelines and limitations relating to Maricopa County Community College District (MCCCD) student-athletes who use their name, images, or likenesses (NIL) for monetary compensation.

Regulation

1. **Scope and Definition**– For the purpose of this regulation, an "NIL activity" is any business activity in which a student-athlete is compensated in any way by a third party (not related to the Maricopa County Community College District) for the use of the student-athlete's name, image, or likeness.
2. **Permissible NIL Activities**– Student-athletes may be compensated for participation in NIL activities so long as those activities are permissible under NJCAA and MCCCD/college policies and regulations, federal regulations, and comply with Arizona law.

3. **Student-Athlete Disclosure of NIL Activities**– Student-athletes must disclose the details of any NIL inquiry to their respective college's Athletic Director prior to entering into any agreement. Once an NIL agreement is signed, a copy of the agreement must be given to the student-athlete's Athletic Director for recordkeeping purposes. Any modifications to an existing agreement must be reported to the Athletics Director prior to the change being implemented and a copy of the signed, modified agreement must be delivered to the student athlete's Athletic Director for recordkeeping purposes.
4. **No Impermissible Recruitment or Benefits through NIL Activities**– NIL activities may not be used by MCCCD or any of its representatives to recruit prospective student-athletes to MCCCD or for the purposes of compensating student-athletes for their athletic performance. Among other things, this means:
    a. Compensation for NIL activities must be commensurate with the going rate for similar services in the relevant market.
    b. Student-athlete staff members, including active outside consultants, may not assist student-athletes in the development, operation, or promotion of NIL activities.
    c. Athletics staff members may not provide apparel or gear to student-athletes for purposes of NIL activities.
    d. Student-athlete access to MCCCD resources and facilities for purposes of NIL activities is provided at the same level of availability and cost as to the public.
5. **Restrictions on Types of Businesses or Activities**– Student-athletes may not engage in NIL activities with people, institutions, businesses, or other entities in the following categories:
    a. Alcohol and alcohol products;
    b. Casinos, gambling, and sports betting/wagering;
    c. Cannabis and marijuana in any form, along with associated products, dispensaries, or paraphernalia;
    d. Firearms and other weapons;
    e. Gentlemen's clubs, adult entertainment, and/or escort services;
    f. NJCAA banned substances;
    g. Political purposes or causes;
    h. Post-Secondary educational institutions or online educational organizations;
    i. Pharmaceuticals;
    j. Sexually explicit materials; and/or
    k. Tobacco products.
6. **NIL activities while participating as a student-athlete**– Student-athlete may not engage in NIL activities during required team activities or while representing MCCCD in any capacity, including during travel related to MCCCD athletics competition(s).

    Student-athlete may not miss class to participate in NIL activities.

    Student-athlete may not sell items provided by MCCCD and/or the NJCAA until the student-athlete has exhausted all team eligibility. "Items," for purposes of this regulation includes jerseys, gear, apparel, equipment, or awards. After the student has exhausted their eligibility, the student-athlete may sell items that are not required to be returned to the college, the NJCAA, or the college's athletics department.
7. **Professional Service Providers**– Student-athletes may use professional service providers (e.g., marketing agents, brand managers) to assist with the management and procurement of NIL activities and to review NIL agreements. Such providers' engagement must be limited to NIL activities and may not be used to secure opportunities as professional athletes. Professional services providers must be duly licensed as per state law requirements.
8. **Use of Institutional Marks** – Student-athletes may not use MCCCD and college-specific intellectual property in connection with NIL activities without permission. Permission to use such intellectual property may be requested via the individual use of Intellectual Property Request form (see Appendix S-19). Student-athletes must request the use of protected marks at least five (5) days before the activity is scheduled to occur. Student-athletes cannot resell institutional marks (such as apparel) or copyrighted material that belongs to the college, district, or NJCAA.

9. **Review**– The respective college Athletics Director will review NIL activities for conflict with this regulation and NJCAA regulation. Neither the Athletics Director, nor any other MCCCD entity will perform a legal review of the student-athlete NIL agreement.
10. **International Student-Athletes**– International student-athletes are not eligible to receive compensation for NIL agreements in the United States due to their visa status and lack of work authorization. International student-athletes should consult with MCCCD'S District Compliance office to discuss whether they are eligible to receive NIL compensation from a United States company when the student-athlete is in their home country.
11. **Violations**– Violations of this regulation may result in a variety of penalties depending on the nature and type of regulation deviation. The most egregious deviations (i.e., proof that an NIL activity was used to compensate a student-athlete for performance or to induce a prospect to attend) may lead to termination of employment for staff members, booster dissociation, and student-athlete scholarship and athletic participation modification. Violations of NJCAA regulation will be reported to NJCAA and could result in additional NJCAA-mandated penalties. Penalties for student-athletes who violate this regulation will be commensurate with the nature and type of regulation deviation and will be addressed via the Student Code of Conduct.
12. The terms of this regulation may be modified at the discretion of the MCCCD.

Disciplinary Standards

2.5.1 Conduct Standards and Authority

Disciplinary Probation and Suspension Standards

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa County Community College District (MCCCD) are vested in the MCCCD Governing Board. The MCCCD Governing Board and its agents-the Chancellor, administration, and employees are granted authority to regulate student behavior subject to basic standards of reasonableness.

In developing responsible student conduct, the MCCCD prefers mediation, guidance, and admonition. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed. The MCCCD reserves the right to levy discipline rather than attempt mediation and guidance, based on the severity of the conduct.

2.5.2 Student Conduct Code

The purpose of this Student Code of Conduct is to help ensure a productive and safe environment for students, employees, and visitors. This conduct code is not a stand-alone policy. This code is subject to the provisions outlined in AR 5.1.16, generally known as the Title IX policy, and AR 6.24, generally known as the Free Expression policy, and AR 5.1, generally known as the Non-Discrimination policy. There are other policies that may intersect with other administrative regulations.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "**College**" means a Maricopa County Community College District (MCCCD) College or center/ site.
2. "**College premises**" means all land, buildings, facilities and other property in the possession of or owned, used, or substantially controlled by the college or MCCCD.
3. "**College official**" means any person employed by the college or MCCCD, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college/center official who is responsible for the administration of the Student Conduct Code.
4. "**Complainant**" means any person who submits a complaint alleging that a student violated this Student Conduct Code. When a student believes they have been a victim of another student's misconduct, the student who believes they have 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 Complaint itself.

5. "**Day**" means business day when college is in session, and shall exclude weekends and college/MCCCD holidays.
6. "**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/facility, which includes educational or professional internships, clinical placements, or other experiential learning opportunities. Disruptive behavior also includes conduct that materially interferes with or obstructs college business operation.
7. "**District**" means the Maricopa County Community College District (MCCCD).
8. "**Faculty member**" means any person hired by the college or MCCCD to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of the faculty in credit / non-credit courses and clock hour courses and programs.
9. "**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/site. A person's status in a particular situation shall be determined by the college President.
10. "**Organization**" means any number of persons who have complied with the formal requirements for college recognition.
11. "**Policy**" is defined as the written regulations of the college and/or MCCCD as found in, but not limited to, this Student Conduct Code and MCCCD Governing Board policy.
12. "**Respondent**" means any student accused of violating MCCCD's Student Conduct Code. Respondents enjoy the presumption of innocence until such time as the respondent is adjudicated to have violated the Student Conduct Code.
13. "**Student**" means any individual who is currently admitted or registered in credit or non-credit college programs on a full or part time basis, or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.
14. "**Student Conduct Administrator**" means a college official authorized 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.
15. "**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. Decisions made by a Student Conduct Administrator shall be final, pending the normal appeal process.
2. Matters pertaining to sexual harassment must always be referred first to the college Title IX Coordinator for review under AR 5.1.16. Conduct that does not meet the definition of sexual harassment as outlined in AR 5.1.16, or otherwise do not meet the definition of an educational program or activity, do not occur against a person within the United States, or are otherwise dismissed either under the mandatory or discretionary dismissal provisions will be referred by the Title IX Coordinator back to the college's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

Article III: Prohibited Conduct

1. Jurisdiction

The Student Conduct Code shall apply to conduct that occurs on any college or MCCCD premises, or at any center/site or MCCCD-sponsored event or activity that adversely affects the college community and/or the pursuit of its objectives.

A. Jurisdiction may be applied against student behavior conducted online, via email, or other electronic medium provided that it meets the criteria listed above. Further, jurisdiction under this policy applies to any person who is currently admitted or in credit or non-credit college programs or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.

B. 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. Title IX Sexual Harassment.

Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

3. Disruptive Behavior in Class (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. (Academic Misconduct AR 2.3.11). If the student refuses to leave after being requested to do so, college police may be summoned to provide assistance. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined below.

4. 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. Knowingly furnishing false information to any college official or officer (including filing a false report or complaint), including during an official investigation (i.e., Title IX, conduct, or campus police investigation).

   ii. Forgery, alteration or misuse of any college document, record or instrument of identification, even if there is no reliance on the forged or altered document in the posting of grades or other academic/financial benefit.

   iii. Tampering with the election of any college-recognized student organization.

   iv. Financial aid fraud or corresponding behaviors that would allow a student to receive a monetary benefit for which they are not eligible.

   v. Misrepresentation of one's identity (see also Identity Theft Red Flag and Security Incident Reporting AR 6.11).

   vi. Misuse of the colleges copyrighted content and trademark (Copyright Act Compliance AR 2.4.5).

   vii. Knowingly filing a false report (Title IX, conduct, or campus police investigation) to a college official or campus police.

B. Obstruction or disruption 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;

C. Conduct that intentionally or recklessly causes physical harm or that otherwise threatens or endangers the health or safety of any person.

i. Physical abuse – hitting, pushing, use of a weapon, beating or other such activity resulting in or, intended to cause physical harm.

ii. Making a threat(s) of violence (including verbal, written, or virtual communication) that does or could cause(s) a reasonable expectation of harm to the health or safety of a specific person.

iii. Substantial or repeated acts and/or harassment directed at a person or group of people that would cause a reasonable person to feel fearful and/or find intimidating, hostile, or offensive, including but not limited to, bullying, stalking, and hazing (Hazing Prevention Regulation AR 2.6) as defined in Article I.

iv. Any form of retaliation towards a complainant or any participant in an investigation or conduct process.

D. Attempted or actual theft of, damage to, or unauthorized use of property of the college or property of a member of the college community or other personal or public property.

E. Trespassing or unauthorized access to physical or virtual/cyber property or services of the college.

F. Having an animal in a campus building, other than in accordance with MCCCD policy (Domesticated Animals on Campus AR 3.9 and Guidelines for Service Animals on Campus) and ADA laws, such as permitted service animals individually trained to perform tasks for the benefit of an individual with a disability.

G. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to properly identify oneself to these persons when requested to do so.

H. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.

I. Violation of any college or MCCCD policy, rule or regulation published in hard copy or online, such as a college catalog, handbook, program guide, etc. available electronically on the college's or MCCCD's website.

J. Violation of federal, state or local law.

K. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law, unless such use is prohibited due to a program of study for fields that are deemed safety sensitive positions. (Abuse-Free Environment AR 2.4.7, S-16 Statement on the Arizona Medical Marijuana Act Proposition 203).

L. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.

M. Smoking tobacco products, using e-cigarettes, or any other violation of the Smoke-Free/Tobacco-Free Environment policy (AR 4.12).

N. 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 (Weapons policy AR 4.6).

O. 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.

P. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.

Q. 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 MCCCD premises without their prior knowledge, or without their 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.

R. Engaging in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code. (Free Expression policy AR 6.24).

S. 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 (Copyright Act Compliance AR 2.4.5)
   viii. Any violation of the MCCCD'S technology resource standards (Technology Resource Standards AR 4.4)
   ix. Use of technology facilities or resources to illegally download files
   x. Unauthorized use of intellectual property (Intellectual Property policy)

T. Abuse of the Student Conduct system, including but not limited to:
   i. Falsification, distortion or misrepresentation of information before a Student Conduct Official.
   ii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
   iii. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
   iv. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct proceeding
   v. Harassment, either verbal or physical, and/or intimidation of a Student Conduct Administrator prior to, during and/or after a Student Conduct proceeding
   vi. Failure to comply with the sanctions imposed under this Student Conduct Code
   vii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
   viii. Failure to obey the notice from a Student Conduct or college official to appear for a meeting or hearing as part of the Student Conduct system.

U. Engaging in irresponsible social media conduct. All Student Conduct policies apply to social networking platforms.

V. Attempt to bribe a college or MCCCD employee.

W. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two (2) or more occasions over a period of time and such conduct would cause a reasonable person to fear for their safety.

X. Sexual misconduct, including but not limited to:
   i. 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.
   ii. Explicit sexual comments by one (1) or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
   iii. 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.

iv. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the MCCCD education programs and/or activities. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).

Y. Sexual Exploitation

i. Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:

a. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;

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 their genitals;

h. Possessing, distributing, viewing or forcing others to view obscenity.

5. 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 civil or criminal litigation. If a criminal investigation and/or prosecution results from the same factual situation, 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 their status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise external law enforcement and other 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.

C. The Student Code of Conduct may apply to off-campus behavior that affects a substantial interest of the college. A substantial college interest means:

i. Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others; and/or

ii. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or

iii. Any situation that is detrimental to the educational mission and/or interests of the college, unless it is protected by a student's constitutional right to free expression.

Article IV: Student Conduct Code Procedures

1. Allegations And Resolution Options

A. Any member of the college community may file a complaint against a student for violations of this Student Conduct Code. A complaint may be in writing or verbally given to the Student Conduct Administrator. Once the complaint has been made, it shall be put in writing and a notice of allegation should be submitted to the Respondent. A Respondent must receive written notice of the allegations before a meeting is held with the Respondent regarding the conduct. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

B. There is no statute of limitations for bringing a complaint under the Student Conduct Code, but it is advisable to bring a complaint as soon after the conduct being reported occurred.

C. Both the Complainant and the Respondent shall have the right to be assisted by an Advisor of their choosing. 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 meeting with the party. Advisors may not be an attorney. Both the Complainant and the Respondent are responsible for presenting their own information during the course of the meeting. Advisors are not permitted to speak or participate directly in any Student Conduct meeting or proceeding and can be removed from proceedings by not abiding by these parameters.

D. Misconduct that would fall under the jurisdiction of AR 5.1.16, meaning it alleges sexual harassment, discrimination, sexual assault, dating/domestic violence, or stalking should be forwarded to the Title IX Coordinator for a jurisdictional review. In such cases where the conduct alleged does not meet the definition of sexual harassment, as outlined in the Title IX Regulations (and MCCCD policy AR 5.1.16) or is otherwise subject to mandatory or discretionary dismissal, the alleged conduct will be referred back to the Student Conduct Code for investigation and adjudication.

E. After receiving information on alleged violations of the Student Conduct Code, the Student Conduct Administrator will review the information, gather facts, and make a determination on the appropriate next steps. Documentation regarding the aforementioned steps must be maintained. Next steps are:

   i. Dismiss the case due to insufficient evidence, lack of jurisdiction, or the alleged behavior, even if proven true, would not violate the code.

   ii. Proceed with a full, thorough, and impartial investigation with formal disciplinary proceedings.

   iii. Initiate an informal resolution outside of formal disciplinary proceedings provided involved parties mutually agree and the Student Conduct Administrator determines this option is appropriate given the nature of the allegations. An informal resolution can also be an option when the Respondent accepts responsibility for the behavior.

   iv. If the informal resolution option is initiated, the determination with regard to responsibility and sanctions is final and cannot be appealed.

2. Informal Resolution Options

A. Informal resolution options include, but are not limited to: administrative dispositions, mediation, facilitated dialogue, and restorative justice practices.

B. Determinations regarding the type of informal resolution offered in a particular case will be made in consultation with the Student Conduct Administrators, other MCCCD leadership, as necessary, and the students at issue. Staff outside of the Student Conduct Administrator's office may be involved in facilitating the agreed upon option.

C. Informal resolutions can result in the same sanctions and institutional responses as are reserved for matters that have been addressed through a full investigation.

D. The Student Conduct Administrator will make the determination with regard to responsibility.

E. Should new facts come forward during the informal resolution process that significantly alter the nature of the allegations, the Student Conduct Administrator has the discretion to initiate a full investigation. If one of the involved parties decides that the informal resolution option is not appropriate, they may request a full investigation. This request must be submitted to the Student Conduct Administrator before the conclusion of the informal resolution process. If this action is taken, the Student Conduct Administrator will document the end of the informal resolution process and shall initiate a formal investigation.

F. Both the Complainant and the Respondent must sign an agreement to engage in the informal resolution process.

3. Interim Actions

A. If the Student Conduct Administrator is in receipt of information indicating that the Respondent poses a threat of harm or substantial disruption, the Student Conduct Administrator may take administrative action(s) to restrict, suspend, or alter the rights of a student for a temporary period. The interim action(s) will be communicated in writing to involved parties and will remain in place until a final decision on the pending allegations has been made or until the Student Conduct Administrator believes the reason(s) for issuing the interim action(s) no longer exists. These administrative actions are not designed to be punitive, and they are not issued as sanctions.

B. A student who is restricted from campus or suspended due to interim action(s) may appeal the interim action(s) in writing to the Dean or Vice President of Student Affairs (VPSA) who is over the Student Conduct Administrator, and in the case that a VPSA is the Student Conduct Administrator, to the President of the college, no later than five (5) business days following the effective date of the interim action(s). This person will determine, within five (5) business days of receipt of the appeal, if the interim action(s) should remain in place, be modified, or lifted.

C. Examples of interim actions include, but are not limited to, no contact directives, removal from a class or classes or specific MCCCD locations, administrative removal from campus, administrative/ enrollment holds, and temporary suspension.

D. Factors considered before issuing interim actions include, but are not limited to, individual safety, community safety, and the need to maintain an academic and work environment free from disruption. If the interim action is temporary suspension or removal from campus, the Student Conduct Administrator will consult with the college's behavioral assessment team as part of the decision-making process.

4. Notice Of Allegations And Investigation

A. The notice of allegations letter sent to the Respondent will also be sent to the Complainant. The notice of allegation should specify that the investigation will be done to determine, under the preponderance of the evidence standard, if a violation of the policy has taken place. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

B. Investigations will be conducted in a fair and impartial manner. Respondents are treated with a presumption of innocence until such time as it has been adjudicated that a violation of the Student Conduct Code has taken place.

C. If during the investigation additional allegations are presented or if allegations outlined in the original notice of allegations have been retracted, the Respondent must receive an amended notice of allegations and shall be allowed to address the new allegations.

5. Investigation Process

A. At the beginning of the investigation interview, the Student Conduct Administrator will review with the party being interviewed:
   - the Student Conduct Code,
   - the investigation process,
   - how determinations are made,
   - possible sanction(s),
   - the prohibition against retaliation,
   - and appeal options.

B. Students are expected to comply with requests and directives issued by the Student Conduct Administrator performing duties connected to an investigation. Should a student choose to not participate in the conduct process, the Student Conduct Administrator will proceed with the investigation and make determinations without gaining input from the non-participating student.

C. After the investigative interview, respondents will be given up to five (5) days to reflect upon and respond to the allegations(s) in writing. The written response should be delivered to the Student Conduct Administrator within that time period. Likewise, Complainants and witnesses will be given up to five (5) days to reflect upon and respond to the information presented and outlined during the investigative interview. The Student Conduct Administrator does not need to provide interview notes or additional information to the student to facilitate this process.

D. A student can have an advisor present in all conduct proceedings, but the advisor cannot speak on the student's behalf.

E. Involved parties can identify witnesses who have information relevant to the investigation. These witnesses will be contacted by the Student Conduct Administrator who will assess the relevance of the witnesses and conduct interviews as appropriate.

F. Complainants and Respondents will be notified in writing when an investigation has concluded and the investigative report has been completed, which will encompass all information except for a final determination.

6. Determinations

A. The Student Conduct Administrator will determine whether it is more likely than not that a student and/or student organization violated the Student Conduct Code.

B. The Student Conduct Administrator will consider any mitigating or aggravating factors and determine the appropriate sanctions.

C. Within five (5) business days of the determination, the Student Conduct Administrator will provide the parties a written decision. The written decision will indicate whether or not the charge(s) was substantiated and, if the charge(s) was/were substantiated, will outline the remedial action(s) taken including sanctions if applicable, to be issued by the college. The determination letter will summarize the investigation and outline the determination made regarding the allegations outlined in the complaint, as well as state any issued sanction(s) based on a finding of responsibility.

D. Respondent will be informed of the right to appeal the determination and will be given instructions on how to do so in the decision letter.

7. Appeals

A. The Respondent must submit a written appeal request to the supervising Dean Of Students or Vice President of Student Affairs (VPSA), or in the case that the Student Conduct Administrator is the VPSA, the President, no later than five (5) days from the date of the written determination.

B. If no appeal is filed within the five (5) day window, the determination regarding responsibility for a violation under this policy and sanctions is final.

C. Pending the filing of a timely appeal request, the decision by the Dean of Students or VPSA will delay the effective date of the disciplinary sanction.

D. The grounds for an appeal are restricted to the following:

   I. Procedural irregularity that affected the outcome of the matter, and

   II. New evidence that was not reasonably available at the time determinations regarding responsibility was made, or that could affect the outcome of the matter.

E. The Dean of Students or VPSA will notify the involved parties of a decision regarding the appeal within five (5) days of receiving the appeal request. Both parties to the original investigation will be notified of the appeal decision.

   I. If the appeal is denied, the decision by the Student Conduct Administrator shall be considered final and binding upon all concerned.

   II. If the appeal is granted, the rationale for the decision will be outlined in the decision letter as will the next steps in the process.

      A. The appellate body has discretion upon granting an appeal to refer the matter back to the Student Conduct Administrator for re-consideration, or alter the sanction(s) only (including issuing more severe sanctions).

8. Matters Related to Infringement of the Right to Free Expression

A. As outlined in Arizona Revised Statute 15-1866, any student who engages in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code.

B. In all disciplinary proceedings involving students, including proceedings involving expressive conduct, a student is entitled to a disciplinary hearing under published procedures that include, at a minimum, all of the following:

   i. The right to receive advanced written notice of the allegations.

   ii. The right to review the evidence in support of the allegations.

   iii. The right to confront witnesses who testify against that student.

   iv. The right to present a defense.

   v. The right to call witnesses.

   vi. A decision by an impartial person or panel.

   vii. The right to appeal.

   viii. If either a suspension of more than thirty (30) days or expulsion is a potential consequence of a disciplinary proceeding under this section, the right to active assistance of counsel.

9. 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. **Disciplinary 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 which can include, but is not limited to, eligibility for some leadership roles, scholarships, membership in college-affiliated organizations, programs, and activities, and restricted access to college premises.

   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 community, apology letters, educational programs, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator And will have specific due dates).

vi. **Behavioral Requirement** - engagement with services or programs designed to address behaviors of concern through education and skill-building.

vii. **College Suspension** - separation of the student from all the colleges in MCCCD for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. Suspension from **ONE** college means a suspension from **ALL** colleges in MCCCD.

viii. **College Expulsion** - permanent separation of the student from all the colleges in MCCCD. expulsion from one college means expulsion from all MCCCD colleges.

ix. **Degree/Certificate Revocation** - permanent revocation of a student's degree and/or certificate.

x. **Other Sanctions** - additional or alternative sanctions may be created and designed as deemed appropriate to the offense with the approval of the Student Conduct Administrator.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Disciplinary sanctions are part of a student's educational record.

10. Miscellaneous

A. Administrative Hold

The Student Conduct Administrator may place a temporary administrative hold preventing a student's registration, transcript release, or graduation if it is necessary to secure the student's cooperation in the investigation or compliance with an administrative direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

B. 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. In such cases, 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 college officials charged with the administration of the Student Conduct Code.

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 handbook, etc. available electronically on the college's or MCCCD's website.

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 at each college they attend. The form to do so may be found HERE. 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. There is an unresolved disciplinary action against the student; or
    b. 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 college catalog and/or handbook, etc. available electronically on the college's or MCCCD's website 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 here.

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.

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 Admission & 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.

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.

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

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 [The Annual Acknowledgement and Disclosures form may be found in the Employee Learn Center. Employee credentials are needed to enter secure site].

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

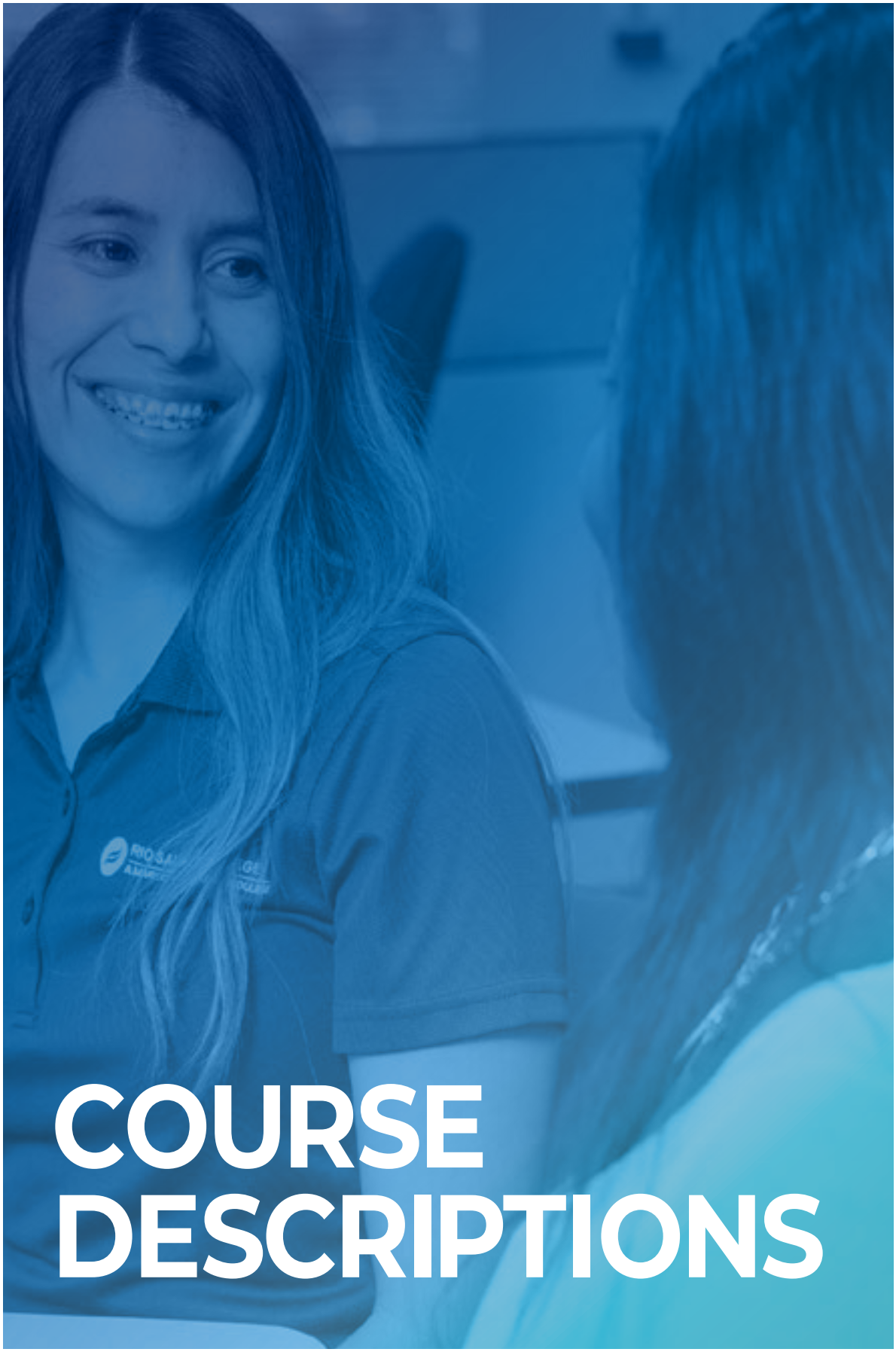
Maricopa County Community Colleges District complies with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Rio Salado Community College Annual Campus Safety and Crime Report can be reviewed by visiting the College Public Safety Page. The **2024** report is available at:

https://www.riosalado.edu/community/public-safety/clery-act-information

COURSE DESCRIPTIONS

The following section includes a description of courses available through Rio Salado College. Courses are listed alphabetically according to subject prefix. The prerequisite(s) for the class is stated, if applicable. Note that courses with an asterisk are offered through an educational partnership or customized training program only. Students are advised to meet with an academic advisor regarding the transferability of courses to particular colleges or universities.

www.riosalado.edu/schedule



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In This Section

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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.aztransfer.com/sun/ for more information.

** Courses offered through an Educational Partnership and Customized Training program only.*

Academic Literacy (ALT)

ALT100 **4 Credits**

Academic Literacy Through Integrated Reading and Writing

Develops academic language skills and critical reading skills for organizing, analyzing, and retaining material through complementary reading and writing assignments. Prepares students for college level reading and writing intensive courses as well as career-related reading and writing tasks. Prerequisites: An appropriate District placement.

Advancing Academic Achievement (AAA)

AAA115* **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.

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 RDG100 or RDG100LL 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 **3 Credits**

Computerized Accounting

Understanding of fundamental accounting principles and mastery of an accounting information systems including the general ledger, accounts receivable, accounts payable and payroll. Prerequisites: None.

ACC121 **3 Credits**

Individual 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).

ACC215 **3 Credits**

Governmental and Not-For-Profit Accounting

Theories and procedures of accounting for governmental and not-for-profit organizations. Prerequisites: A grade of C or better in ACC112 or ACC211, or permission of Department or Division.

ACC216 **3 Credits**

Fraud Examination

Fundamental theory of fraud examination methodology to detect and prevent accounting fraud. Prerequisites: A grade of C or better in (ACC230 or ACC112 or ACC211) or permission of Department or Division.

ACC219 **3 Credits**

Intermediate Accounting I

Continuation of the theory and practice of financial accounting, applicable to assets, liabilities, equity related problems of income determination and financial reporting. Prerequisites: A grade of C or better in ACC212 or ACC240 or permission of Department or Division.

ACC220 **3 Credits**

Intermediate Accounting II

Continuation of the theory and practice of financial accounting, applicable to assets, liabilities, equity determination of asset values, liabilities, and related problems of income determination, special topics and financial reporting. Prerequisites: A grade of C or better in ACC219 or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

ACC221 **3 Credits**

Tax Accounting

Theory and practice of accounting for personal, corporate, and non-corporate taxation. Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.

ACC222 **3 Credits**

Payroll Accounting

Payroll records for businesses required by federal and state laws. Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.

ACC224 **3 Credits**

Tax Practice Administration and Business Entity Analysis

Federal income tax representation, practices, and procedures, including trust and estate income tax, exempt organizations, and retirement plans. Prerequisites: A grade of C or better in ACC121 or ACC221.

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 District English, Reading, and Math placement).

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.

ACC260 **3 Credits**

Certified Bookkeeper (CB) Preparation

Fundamental accounting practices including accrual and deferral adjustments, correcting common transaction recording errors, bank reconciliations and adjusting entries. Includes payroll accounting and related Federal and State payroll law requirements. Accounting for depreciation for financial and tax accounting purposes covered. Inventory valuation methods. Includes calculating, recording, and reporting under generally accepted accounting principles (GAAP). Preventive internal control procedures to detect organizational fraud, theft, and embezzlement covered. Prerequisites: A grade of C or better in ACC111, or ACC211, or (bookkeeping experience and permission of Instructor).

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

ASD146 **4 Credits**

Peer Support Specialist

Introduction to the role and foundational responsibilities of a peer support specialist in the field of addictions and substance use. Explores basic pharmacology, ethics, case management, and crisis management. Recovery-Oriented Systems of Care (ROSC) is emphasized. Prerequisites: None. Corequisites: ASD147. Course Notes: ASD146 has not been approved by any state's Department of Health Services / Department of Behavioral Services (DHS) and may not lead to certification as a Peer Support Specialist/ Recovery Support Specialist by DHS. Completion of ASD146 and ASD147 may lead to certification as a National Certified Peer Recovery Support Specialist by the National Certification Commission for Addiction Professionals (NCC AP) or in Peer Recovery by the International Certification & Reciprocity Consortium (IC&RC).

ASD147 **3 Credits**

Peer Support Specialist Practicum

Peer support specialist preparation related to addictions and substance use disorders. Opportunity for students to use their developed knowledge and skills in an applied setting with supervision. Prerequisites: None. Corequisites: ASD146. Course Notes: ASD147 requires completion of 200 hours of practice experience. Course has not been approved by any state`s Department of Health Services / Department of Behavioral Services (DHS) and may not lead to certification as a Peer Support Specialist/Recovery Support Specialist by DHS. Completion of ASD146 and ASD147 may lead to certification as a National Certified Peer Recovery Support Specialist by the National Certification Commission for Addiction Professionals (NCC AP) or in Peer Recovery by the International Certification & Reciprocity Consortium (IC&RC).

ASD148 **1 Credit**

Introduction to the Science of Prevention

Overview of the science underlying evidence-based prevention interventions and strategies and the effective application of these approaches in prevention practice. Prerequisites: None.

ASD149 **1 Credit**

Physiology and Pharmacology for Prevention

Overview of the physiology and pharmacology of psychoactive substances and their effects on the brain to affect mood, cognition, and behavior and the consequences of such use on the individual, family, and community. 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.

ASD151 **1 Credit**

Prevention Interventions and Policies

Overview of primary evaluation methods used to measure evidence-based prevention interventions and gives guidance in applying them to "real-world" prevention settings. Prerequisites: None.

ASD152 **1 Credit**

Family-Based Prevention Interventions

Overview of the family as the primary socialization agent of children, the science behind family-based prevention interventions, and the application of such evidence-based approaches to help prevent the onset of substance use in children. Prerequisites: None.

ASD153 **1 Credit**

School-Based Prevention Interventions

Overview of the role of the school in society, the science behind school-based prevention interventions, and the application of such evidence-based approaches in school settings around the world. Prerequisites: None.

ASD154 **1 Credit**

Workplace-Based Prevention Interventions

Overview of the role of work and the workplace in society, how stressors and other work-related influences affect risk of substance use, the science behind workplace prevention interventions, and the application of such evidence-based approaches in work settings around the world. Prerequisites: None.

ASD155 **1 Credit**

Environment-Based Prevention Interventions

Overview of the science underlying evidence-based substance use prevention using environmental interventions, involving policy, and community-wide strategies. Prerequisites: None.

ASD156 **1 Credit**

Media-Based Prevention Interventions

Overview of the science underlying the use of media for substance use prevention interventions. Prerequisites: None.

ASD157 **1 Credit**

Community-Based Prevention Implementation Systems

Overview of the science underlying the systems approach to prevention interventions and guidance for developing such approaches, as well as exemplars of evidence-based drug use prevention systems. Prerequisites: None.

ASD158 **1 Credit**

Gambling Disorders Prevention

Overview of gambling disorders prevention. Emphasis on current prevention research. Also includes information on gambling prevention resources. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

ASD159 **1 Credit**

Adolescent Substance Use Prevention

Adolescent substance use prevention issues. Emphasis on current and developing adolescent prevention information. Covers common adolescent substance use characteristics and prevention strategies. Prerequisites: None.

ASD160 **1 Credit**

Behavioral Addictions Prevention

Overview of behavioral addictions prevention issues. Emphasis on current research. Also includes community resources information. 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 biopsychosocial processes of recovery and relapse in addictions. Exploration into those factors that both contribute to and inhibit recovery and relapse. Prerequisites: None.

ASD245 **2 Credits**

Co-Occurring Disorders

Examines co-occurring disorders from the bio-psycho-social model. Includes causes, consequences, assessment, and treatment, emphasizing the psychoeducational model of treatment. Prerequisites: None.

ASD250 **3 Credits**

Group Interventions

Focus on group dynamics and group process as they relate to addictions and substance use disorders. Exploration of group developmental stages, family intervention models, various counseling approaches/techniques and their application to therapeutic, education and family groups. Prerequisites: None.

ASD275 **3 Credits**

Advanced Theory and Techniques in the Treatment of Addiction Disorders

Capstone course for level two certificate in addictions and substance use disorders program. Focus on counseling theories and techniques used by counselors as they relate to the client and family members. Prerequisites: ASD220, ASD226, ASD245 and ASD250 with a grade of C or better, or permission of Instructor.

ASD280 **6 Credits**

Addictions and Substance Use Disorders Practicum

Opportunity for advanced students to use his/her developed knowledge and skills in an applied setting with supervision. Prerequisites: ASD275 with a grade of C or better, or permission of Department or Division. Course Notes: ASD280 may be repeated for a total of twelve (12) credit hours.

ASD285 **1 Credit**

Addictions Seminar

Special topics in addictions and substance use disorders with an emphasis on current issues not covered in other addictions and substance use disorders courses. Prerequisites: None. Course Notes: ASD285 may be repeated for a total of four (4) credit hours.

ASD285AA **1 Credit**

Treatment for Stimulant Use Disorders Seminar

Stimulant use disorder treatment issues. Emphasis on current and developing treatment information. Covers common stimulant abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285AA may be repeated for a total of four (4) credit hours.

ASD285BB **1 Credit**

Adolescent Substance Abuse Treatment Seminar

Adolescent substance abuse treatment issues. Emphasis on current and developing treatment information. Covers common adolescent substance abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285BB may be repeated for a total of four (4) credit hours.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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. 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. 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, and crime prevention through environmental design. 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.

AJS147 **3 Credits**

Emergency Preparedness

Emergency preparedness related to natural and man-made disasters. Planning concepts and the planning process; awareness and education programs and strategies for the general community as well as business and industries. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

AJS149 **3 Credits**

Hazard Mitigation

Knowledge and skills required to develop programs to reduce losses from future disasters, emergencies, and other extreme events caused by natural and man-made hazards. Prerequisites: None.

AJS151 **1 Credit**

Firearms I

Moral aspects, legal provisions, safety precautions and restrictions covering the use of firearms, and the firing of sidearms. Prerequisites: None.

AJS153 **1 Credit**

Firearms II/Handguns

Advanced familiarization with handguns. Variations of basic shooting stance. Legal and moral repercussions of self-defense. Includes range practice. Prerequisites: A grade of C or better in AJS151 or equivalent certified firearms training as reviewed by the Department.

AJS154 **1 Credit**

Firearms III/Long Weapons

Familiarization with different types of long weapons and associated ammunition. Emphasis on safety techniques for use and storage of weapons. Limited use of range for practice. Prerequisites: None.

AJS162 **3 Credits**

Domestic Violence

Explores domestic violence as a social problem within the United States from historical, cultural, political, legal, and law enforcement perspectives. Provides an overview of theories, definitions and causes of, and interventions for domestic violence involving spousal, elder and child abuse along with teen dating violence. Examines the dynamics and effects of domestic violence. Addresses research issues and contemporary domestic violence policy. 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. Examines the general rules governing admissibility of evidence. Explores types of evidence, the hearsay rule, witness testimony, the exclusionary rule, privileged communications, best evidence rule. Examination of chain of custody and the use of scientific evidence. 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 nature and extent of juvenile delinquency to the present. Including but not limited to the history, jurisdictions, terminology, procedures, and institutions of the juvenile justice system. Prerequisites: None.

AJS213 **3 Credits**

Evidence Technology/Fingerprints

Covers the fundamental principles of fingerprints, including the history of fingerprint classification, the biology of friction ridge skin, pattern analysis, comparison, and identification as well as their application in significant court cases. Also includes techniques for obtaining inked prints and developing and preserving latent prints. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

AJS214 **3 Credits**

Evidence Technology/Photography

The use of photography and other aids in identification and preservation of evidence such as fingerprints, footprints, and impressions. Techniques in crime scene and traffic accident photography. Prerequisites: None.

AJS215* **3 Credits**

Criminalistics: Physical Evidence

The scientific analysis and examination of physical evidence with emphasis on scientific investigation, recognition, collection, and preservation of evidence. Topics include fingerprints, shoe prints, tool marks, firearms identification, paint chips and arson. Prequisites: None.

AJS216 **2 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.

AJS219 **3 Credits**

Crime Scene Technology: Physical Evidence

Scientific analysis and examination of physical evidence with emphasis on scientific investigation, recognition, collection, and preservation of evidence. Fingerprints, shoe prints, tool marks, firearms identification, paint chips and arson. Prerequisites: None.

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

An examination of the history, organization, procedures, and methods of operation of public policing in the United States. Career opportunities and current challenges 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**

Mental Health Conditions and the Criminal Justice System

An introduction to methods police, court, and correctional personnel employ specific to those with mental health conditions. Covers various types of mental health conditions and police emergency responses to persons in crisis. Examines how criminal and civil courts intersect with persons diagnosed with mental disorders; includes diversion programs and the correctional response both within the community and under confinement. Prerequisites: None.

AJS258 **3 Credits**

Victimology and Crisis Management in Public Safety

Victimology, the criminal justice system, techniques of crisis intervention and management, and the importance of a multicultural and global perspective. Includes violent crimes, sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, developing effective coping skills of victims and responders, appropriate community resources, and the cultural responsiveness of the justice system. Prerequisites: None.

AJS260 **3 Credits**

Procedural Criminal Law

Concerned with the understanding of procedural criminal law. Examines the processes and procedures followed by law enforcement, attorneys, and the courts in the apprehension and prosecution of criminal offenders. Examines the rationale underlying major court holdings impacting the criminal justice process, 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 of community problems; community action programs and trends; human behavior, conflict and communication; and the relationship between the criminal justice system and community. Prerequisites: None.

AJS275 **3 Credits**

Criminal Investigation I

Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, identification, 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

Airline Operations (AIR)

AIR160* **3 Credits**

Reservation/Booking Procedures

Overview of reservation/booking procedures. Includes use of availability displays, seating assignments, booking 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, booking, and reservations. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AIR160 or permission of Instructor.

AIR163* **2 Credits**

Advanced Airline Reservations

Rules, restrictions, and procedures for handling special reservations situations and managing codeshare accounts and award plans. Also includes international travel procedures and partner carriers. A grade of C or better required in all Prerequisites. 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.

American Sign Language (ASL)

ASL101 **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. ASL103 suggested as a corequisite but not required.

ASL102 **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: A grade of C or better in ASL101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

ASL201 **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: A grade of C or better in ASL102 or permission of Department or Division. (ENG101 or ENG107) and (CRE101 or equivalent as indicated by assessment) suggested but not required. Completion of prerequisites within the last three years is required.

ASL202 **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: A grade of C or better in ASL201 or permission of Department or Division. (ENG101 or ENG107), ASL200, and (CRE101 or equivalent as indicated by assessment) suggested but not required. Completion of prerequisites within the last three years is required.

Anthropology (ASB, ASM)

ASB100 **3 Credits**

Introduction to Global Health

Examination of the field of global health from an anthropological perspective, including but not limited to understanding health systems, diverse medical practices, and ideas about health, illness, and the body in cross-cultural contexts. Focus on using critical frameworks to understand the relationships between culture and epidemiology, ecologies, political economies, health equity issues and human rights. Prerequisites: None.

ASB102 **3 Credits**

Introduction to Cultural Anthropology

Introduces concepts and methods of cultural anthropology, with illustrative materials from a variety of communities in a globalizing world. Explores the concept of culture and examines a variety of cultural and social practices such as subsistence, economics, politics, marriage, kinship, gender and religion. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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**

American Indians of the Southwest

Comparative study of the cultures, including the histories and present status, of American Indians of the Southwest. Prerequisites: None.

ASM104 **4 Credits**

Bones, Stones, and Human Evolution

Study of human evolution and variation; including fossil hominids and their tools, primate anatomy and behavior, human genetics, and the environment and human biology. Prerequisites: None.

Arabic (ARB)

ARB101 **5 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 **5 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 **5 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 **5 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.

Art (ART)

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.

ART151* **3 Credits**

Sculpture I

Exploration of sculptural form and expression in clay, plaster, stone, wood and metal. Prerequisites: None.

ART161* **3 Credits**

Ceramics I

Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.

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Art and Visual Communication (AVC)

AVC100 **1 Credit**

Introduction to Digital Arts

Foundation course in digital arts and design, with emphasis in the production of art using the computer. Prerequisites: None.

AVC142* **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.

AVC177* **3 Credits**

Digital Photographic Imaging I

Introduction to multiple elements of digital imaging. Basic foundation in photographic manipulation of images, with special attention to aesthetic foundations underlying photographic composition. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC100 or permission of Instructor.

AVC181 **3 Credits**

Graphic Design I

Basic understanding of design principles and the stages of graphic design, with emphasis on final product and presentation. Prerequisites: A grade of C or better in AVC100 or permission of Instructor.

AVC183 **3 Credits**

Digital 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. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC100 or permission of Instructor.

Art Humanities (ARH)

ARH100 **3 Credits**

Introduction to Art

Understanding and enjoyment of visual art through the study of art media, design elements, techniques and processes, and cultural contexts. Building awareness of the meaning, functions, and significance of art. Prerequisites: None.

ARH101 SUN # ART1101 **3 Credits**

Art from Prehistory Through Middle Ages

History of art from the Paleolithic period through the Middle Ages. Prerequisites: None.

ARH102 SUN # ART1102 **3 Credits**

Art from Renaissance to Modernism

History of art from the Renaissance through Modernism. 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.

Automotive Service (ASE)

ASE100* **2 Credits**

Introduction to Automotive Service

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.

ASE111* **2 Credits**

Engine Diagnosis and Inspection

Diagnosis and inspection of automotive internal combustion engines. Prerequisites: None.

ASE141* **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.

ASE161* **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: None.

Behavioral Health Services Technology (BHS)

BHS150 **3 Credits**

Introduction to Behavioral Health and Social Services

Survey of the behavioral health and social services professions, including scope of practice and training requirements. Exploration of employment opportunities in the field and self-assessment/academic planning for a career in mental health. Overview of mental health disorders and first responder skills in a mental health crisis situation. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

BHS155 **1 Credit**

Professional Resiliency and Well-Being

Exploration of building human resilience and well-being to prevent burnout, traumatic stress, and compassion fatigue for social services and mental health professionals, healthcare providers, emergency first responders, and other relationship-intense occupations. Causes, symptoms, and effects of traumatic stress, burnout compassion fatigue and other work-related stress. Focus on enhancing quality of life and improving a healthy lifestyle by incorporating evidenced-based practices in psychological and emotional resilience training, cognitive behavioral therapy, mindfulness, positive psychology, prevention, peer support, and self-care, including nutrition, exercise, and sleep. Prerequisites: None.

BHS160 **3 Credits**

Ethical, Legal, and Professional Issues in Counseling Services

Explores relevant ethical, legal, and professional issues inherent in the behavioral health and social services field, including expectations of and limitations on providers. Key areas of inquiry include boundaries and dual relationships, mandated reporting, confidentiality, scope of practice, beneficence and non-maleficence, rights and responsibilities, professional relationships, and credentialing/regulating agencies. Prerequisites: None.

BHS165 **3 Credits**

Applied Therapeutic Communication Skills

Theory and practice of communication skills to establish and maintain effective helping relationships and enhance the therapeutic alliance. Emphasis on verbal communication, nonverbal communication, paraverbal communication, rapport building, empathetic and active listening skills, resolving interpersonal conflicts, appropriate feedback, and developing and maintaining personal and professional relationships. Prerequisites: None.

BHS170 **3 Credits**

Case Management and Clinical Documentation

Overview and application of the principles, practices, and function of case management in human services. Case management service delivery and coordination for clients with psychological, developmental, and psychiatric and comorbid medical conditions. Documentation techniques necessary to maintain clinical records in a variety of behavioral healthcare settings. Prerequisites: None.

BHS180 **3 Credits**

Child, Family, and Adult Advocacy

The role of advocacy in relation to multiple systems affecting children, families, and adults. Emphasis on identifying appropriate supports, community resources, and "wrap-around" services to help foster healthy family and child development, adult recovery, and social welfare. Prerequisites: None.

BHS205 **3 Credits**

Introduction to Individual Counseling Theories

This course will introduce students to the basic principles and concepts of biology, from the smallest molecules to the largest ecosystems. Students will learn about the methods of scientific inquiry that biologists use to study life. Prerequisites: None.

Biology (BIO)

BIO100 **4 Credits**

Biology Concepts

This course will introduce students to the basic principles and concepts of biology, from the smallest molecules to the largest ecosystems. Students will learn about the methods of scientific inquiry that biologists use to study life. Prerequisites: None.

BIO105 **4 Credits**

Environmental Biology

Fundamentals of ecology and their relevance to human impact on natural ecosystems. Prerequisites: None.

BIO107* **4 Credits**

Introduction to Biotechnology

An introduction to laboratory techniques and their applications in biotechnology. Students will explore the broad impact of biotechnology on society including its global economic potential, medical, forensic, environmental and military applications, as well as the associated risks, ethical and legal issues that are shaping the field. Prerequisites: None.

BIO109* **4 Credits**

Natural History of the Southwest

Study of the common plants and animals of the Southwest including their distribution, adaptation, behavior, and ecology. Introduction to basic field and laboratory techniques used in the study of natural history. Specific field problems presented dealing with plant and animal analysis and ecological interrelationships. 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 RDG100LL, or higher, or eligibility for CRE101. One year of high school or one-semester of college level chemistry is strongly recommended.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 SUN# BIO1181 **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 RDG100LL, or higher, or eligibility for CRE101. One year of high school or one semester of college-level biology and chemistry is strongly recommended.

BIO182 SUN# BIO1182 **4 Credits**

General Biology (Majors) II

The study and principles of structure and function of living things at cellular, organismic, and higher levels of organization. A detailed exploration of the mechanisms of evolution, biological diversity, biology of organisms, and ecology. Prerequisites: A grade of C or better in BIO181, or BIO181XT, or permission of Department or Division.

BIO201 SUN# BIO2201 **4 Credits**

Human Anatomy and Physiology I

Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.

BIO202 SUN# BIO2202 **4 Credits**

Human Anatomy and Physiology II

Continuation of structure and function of the human body. Topics include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, pregnancy and development, and fluid and electrolyte balance. Prerequisites: A grade of C or better in BIO201 or BIO201XT.

BIO205 SUN# BIO2205 **4 Credits**

Microbiology

Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.

Business-Personal Computers (BPC)

For a list of course descriptions, see Computers.

Career and Technical Education (CTE)

CTE200 **3 Credits**

Career and Technical Education: Principles, Philosophy and Student Organizations

Examination of the role of career and technical educational (CTE) pathways as they relate to workforce development. Overview of career and technical student organizations (CTSO), occupational clusters, development and role of career and technical education, philosophy, history and impact of federal funding revenue streams, and career and technical delivery system. Prerequisites: None. Course Notes: CTE200 coursework 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.

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: A grade of C or better required in all prerequisites. Prerequisites or Corequisites: CHM107.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 [(CHM100, or MAT090, or MAT091, or MAT092, or higher level mathematics course, or satisfactory math placement) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair. Course Notes: Students may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.

CHM130LL **1 Credit**

Fundamental Chemistry Laboratory

Laboratory experience in support of CHM130. Prerequisites or Corequisites: A grade of C or better in CHM130. Course Notes: Students may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.

CHM130 & CHM130LL are: SUN# CHM1130

CHM130AA SUN# CHM1130 **4 Credits**

Fundamental Chemistry with Lab

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. Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair. Course Notes: Student may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.

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 MCCCD. May not be applicable to other allied health programs or transferable. Prerequisites: A grade of C or better in (CHM100 or MAT090 or MAT091 or MAT092 or higher or satisfactory math placement), 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.

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 placement), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of all prerequisites within the last two years is recommended. Students 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

CHM151AA SUN# CHM1151 **4 Credits**

General Chemistry I with Labl

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 placement), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of all prerequisites within the last two years is recommended. Students may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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

CHM152AA SUN# CHM1152 **4 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. Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

CHM230 **3 Credits**

Fundamental Organic Chemistry

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. Students may receive credit for only one of the following: CHM230 and CHM230LL, or CHM230AA.

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. Course Notes: CHM230LL students may receive credit for only one of the following: (CHM230 and CHM230LL), or CHM230AA. Completion of prerequisites within the last two years recommended. Designed for students in agriculture, dental hygiene, home economics, nursing, and physical therapy.

CHM230 & CHM230LL are: SUN# CHM2230

CHM230AA SUN# CHM2230 **4 Credits**

Fundamental Organic Chemistry with Lab

Chemistry of representative groups of organic compounds, emphasizing biological applications. Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA], or [((CHM150 or CHM151) and CHM151LL), or CHM151AA)], or permission of the Instructor, or Department, or Division Chair. Course Notes: Students may receive credit for only one of the following: (CHM230 and CHM230LL), or CHM230AA. Completion of prerequisites within the last two years recommended. CHM230AA 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.

CHM235 **3 Credits**

General Organic Chemistry I

Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Student may receive credit for only one of the following: CHM235 and CHM235LL, or CHM235AA. Completion of prerequisites within the last two years recommended.

CHM235LL **1 Credit**

General Organic Chemistry I Laboratory

Laboratory experience in support of CHM235. Prerequisites: A grade of C or better in CHM235 or Corequisite: CHM235. Completion of prerequisites within the last two years recommended.

CHM235 & CHM235LL are: SUN# CHM2235

CHM235AA SUN# CHM2235 **4 Credits**

General Organic Chemistry I with Lab

Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Student may receive credit for only one of the following: CHM235 and CHM235LL, or CHM235AA. Completion of prerequisites within the last two years recommended.

CHM236 **3 Credits**

General Organic Chemistry II

Study of chemistry of carbon-containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM235 and CHM235LL) or CHM235AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Students may receive credit for only one of the following: CHM236 and CHM236LL, or CHM236AA. Completion of prerequisites within the last two years recommended.

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CHM236LL **1 Credit**

General Organic Chemistry IIA Laboratory

Laboratory experience in support of CHM236. Prerequisites: A grade of C or better in CHM236 or Corequisite: CHM236. Completion of prerequisites within the last two years recommended.

CHM236 & CHM236LL are: SUNY CHM2236

CHM236AA SUNY CHM2236 **4 Credits**

General Organic Chemistry II with Lab

Study of chemistry of carbon-containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM235 and CHM235LL) or CHM235AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Student may receive credit for only one of the following: CHM236 and CHM236LL, or CHM236AA. Completion of prerequisites within the last two years recommended.

Child/Family Studies (CFS)

CFS101AH* **1 Credit**

Visual Art Experiences for Young Children

The creative use of visual art media and techniques with children between the ages of birth and age eight. 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.

CFS123 **1 Credit**

Health and Nutrition In Early Childhood Settings

Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

CFS125 **1 Credit**

Safety in Early Childhood Settings

Fundamental concepts of promoting a safe, but challenging learning environments. Establishing and maintaining safety procedures in the early childhood setting. Emphasis on indoor and outdoor equipment and activities, risk analysis, accident, evacuation, and emergency plans, regulations, regulatory agencies and resources, current topics, and innovative practices. Prerequisites: None.

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, including intimacy, sexuality, and cross-cultural and historical patterns. Prerequisites: None.

CFS159 **3 Credits**

The Modern Family

An examination of the modern American family. An emphasis on the changing functions and roles of individuals within today's society and an analysis of the basic challenges confronting the family, including alternative family styles. 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 Relationships

Methods to strengthen relationships and negotiate conflicts with children. Focus on effective interpersonal skills and guidance techniques. Prerequisites: None.

CFS205 **3 Credits**

Human Development

Explores the growth and development process over the human life span. Research and theoretical approaches; physical, cognitive, social, and personality development from birth through adulthood and death. Prerequisites: None.

CFS206 **3 Credits**

Child and Family Organizations: Management and Administration

Examination of management and administration of community- based child and family organizations within the context of organizational behaviors. Focus on attributes of effective organizations: the impact of organizational culture and learning, work-place diversity and employee motivation. Prerequisites: None.

CFS207 **3 Credits**

Organization and Community Leadership in Child and Family Organizations

Examination of organization and community leadership as it applies to the management and administration of community- based child and family services organizations. Provides overview of leadership styles and function. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

CFS235 **3 Credits**

Developing Child: Theory into Practice, Prenatal to Age Eight

Understanding and working with young children, birth through age eight. 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.

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.

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.

CFS282 **1 Credit**

Inclusion of Young Children with Special Needs

An exploration of the educational, social, and behavioral concerns involved in the successful inclusion of children with special needs into typical preschool classrooms. Includes discussion of strategies for adaptations and modifications of the environment and accessing existing resources in the community. Prerequisites: None.

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: A grade of C or better in 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: A grade of C or better in CHI102 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.*

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: A grade of C or better in CHI201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Cisco Network Technology (CNT)

For a list of course descriptions, see Computers.

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 interpersonal communication skills which affect day-to-day social interactions with other persons. May include using verbal and nonverbal symbols, active listening, resolving interpersonal conflict, understanding cultural perspectives, and 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.

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.

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, CNT, CSC, ITS, MST)

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.

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.

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: None.

BPC171 **1 Credit**

Recycling Used Computer Technology

Use of hardware maintenance knowledge and skills to refurbish used computers. Prequisites: A grade of C or better required in all Prerequisites. Prequisites or Corequisites: BPC170 or permission of Instructor. Course Notes: BPC171 may be repeated for a total of three (3) credit hours.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

CIS101 **3 Credits**

Technician IT Fundamentals

Survey of computer fundamentals. Focus on basic knowledge and skills, including components and hardware, word processing, presentations, spreadsheets, and email. Prerequisites: None.

CIS102DA **3 Credits**

Customer User Support

Examines skills, tools and strategies necessary for becoming a computer help-desk or end-user support professional. 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.

CIS111 **3 Credits**

Ethics in Information Technology

Ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. Critical inquiry and review of ethical challenges in information technology business, including professional and corporate responsibility, government regulation, fiduciary responsibilities of information, infringement of intellectual property, security risk assessment, Internet crime, identity theft, employee surveillance, privacy, compliance, social networking, and the ethics of IT corporations. 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 Microsoft Access. Emphasis on features, design, and database management. 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.

CIS118DB **3 Credits**

Desktop Presentation: PowerPoint

Use of PowerPoint to produce professional-quality presentation visuals with animation and sound. Prerequisites: None. Course Notes: CIS118DB may be repeated for a total of nine (9) 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. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.

CIS119DP **3 Credits**

Oracle: Database Administration

Basic administrative tasks performed by a database administrator (DBA). Conceptual understanding and hands-on applications of the Oracle database architecture and interaction of its components. Prerequisites: A grade of C or better in CIS119DO, or permission of Instructor. (CIS126++ or CIS121++ or MST152++) is recommended.

CIS120DA **3 Credits**

Introduction to Adobe Premiere

Foundations of video import, export, and editing. 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. Prepares students for the Adobe Certifications related to Adobe Premiere. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

CIS120DB **3 Credits**

Introduction to Adobe Illustrator

Provides students with the knowledge and skills to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.

CIS120DC **3 Credits**

Introduction to Adobe Animate

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. Prepares students for the Adobe certifications related to Adobe Animate. Prerequisites: None.

CIS120DF **3 Credits**

Introduction to Adobe Photoshop

Focuses on entry-level skills and knowledge for digital imaging using Adobe Photoshop. Prepares students 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

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.

CIS121AH **1 Credit**

Microsoft PowerShell/Command Line Operations

Day-to-day command line administration tasks of Microsoft Windows. PowerShell used to create scripts to administer Microsoft windows environment. Prerequisites: None. MST150++ suggested but not required.

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.

CIS126DL **3 Credits**

Linux Operating SystemI

Introduction to the Linux Operating system. Develop knowledge and skills required to install, configure and troubleshoot a Linux-based workstation including basic network functions. Learn basic command line and Graphical User Interface (GUI) desktop environment utilities and applications. Fundamental abilities to achieve the entry-level industry certification covered. Prerequisites: None.

CIS126RH **3 Credits**

Red Hat System Administration I

Introduction to core administration skills needed to manage a Red Hat Enterprise Linux system. This Red Hat Academy course helps prepare for the Red Hat certification exams using a hands-on, task-focused curriculum. 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.*

CIS136 **3 Credits**

Content Management Systems: WordPress

Overview of WordPress Content Management System. Includes hands-on design and creation of web pages and blogs for the World Wide Web. Designed to cover best practices for web site/blog creation. Prerequisites: None.

CIS138DA **3 Credits**

Desktop Design and Publishing Using Adobe InDesign

Use of Adobe InDesign to compose and print textual and graphic materials of high quality. Includes word processing of copy, use of graphics programs, layout of design elements, printing alternatives, and file formats. Prerequisites: 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. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.

CIS150AB **3 Credits**

Object-Oriented Programming Fundamentals

Structured and Object-Oriented design and logic tools. Use of computer problems to demonstrate and teach concepts using an appropriate programming language. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.

CIS154 **3 Credits**

Database Modeling and Design

Top-down, systematic approach to defining a database design based on analysis of business information and requirements. Identifying and evaluating standard data model and design patterns. Developing an entity-relationship (ER) diagram that accurately reflects the business. Mapping the ER diagram to an initial database design and revising for complex entities, attributes, and relationships. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

CIS156 **3 Credits**

Python Programming: Level I

Introduction to Python programming. Includes 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.

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.

CIS164AB **3 Credits**

Oracle: PL/SQL Programming

Writing PL/SQL procedures, functions, and packages. Creating and managing PL/SQL program units and database triggers in Oracle development environment. Managing dependencies and manipulating large objects. Prerequisites: A grade of C or better in CIS119DO or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 the entire design process from concept to final product delivery. Prerequisites: A grade of C or better in CIS150++, or CIS156, or CIS159, or CIS162++, or CIS163AA, or permission of Instructor.

CIS165DA **3 Credits**

Introduction to Android Application Development

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 services, to debugging and publishing applications. Prerequisites: A grade of C or better in CIS150++, or CIS156, or CIS159, or CIS162++, or 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.

CIS166AA **3 Credits**

Introduction to JavaScript

Introduction to basic JavaScript programming concepts including syntax. Covers Hypertext Markup Language (HTML), programming logic and debugging, as well as forms manipulation and animation. Prerequisites: A grade of C or better in CIS133DA, or permission of Instructor.

CIS166AE **3 Credits**

Web Scripting with PHP: Hypertext Preprocessor (PHP)

Introduction to web scripting with PHP (PHP: Hypertext Preprocessor). Web application development using Hypertext Markup Language (HTML), PHP, programming logic, and Structured Query Language (SQL). Prerequisites: A grade of C or better in CIS133DA or permission of Instructor.

CIS171 **3 Credits**

Survey of Blockchain Technology

This survey class will introduce you to the exciting world of distributed ledger technology (i.e. the blockchain), cryptocurrencies such as Bitcoin and Ether as well as smart contracts. The emphasis is on the blockchain's role in revolutionizing business. Basic knowledge of computer operation and the ability to browse the Internet are recommended. Prerequisites: None.

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: None. Corequisites: 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.

CIS214DA **3 Credits**

Advanced Excel for Data Analytics

Advanced Excel spreadsheet features for data analytics including advanced functions, PivotTables, Data Modelling, Dashboard creation and forecasting for Business Intelligence (BI). Includes capstone project of an interactive dashboard using a multi-table Excel Data Model. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [CIS114DE and (CIS117DM or CIS276DA or CIS276DB)], or permission of Instructor. Course Notes: A basic of understanding of statistics is required.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 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.

CIS224 **3 Credits**

Project Management Microsoft Project for Windows

Introduction to project management concepts while working with MS Project to solve complex project management networks, including creating Gantt and PERT charts, tracking project progress, planning for restrictions, and integrating MS Project with other software packages such as Excel, Word, Powerpoint, and cc Mail. Prerequisites: None.

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.

CIS227 **3 Credits**

Assembly Language

Concepts and use of the Assembly programming language, including basic arithmetic operations, flow control, and memory management. Prerequisites: A grade of C or better in CIS162++ or permission of Instructor.

CIS233DA **3 Credits**

Internet/Web Development Level II

Plan, design and create web sites using HTML and Advanced Cascading Style Sheets (CSS). Expedite the development process using CSS frameworks and libraries. Enhance user experience and web site functionality using supporting technologies. Exploration of User Interface (UI) and User Experience (UX), best practices, accessibility, strategies, and careers in web design and development. Prerequisites: A grade of C or better in 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 CIS133DA or permission of Instructor.

CIS238DL **3 Credits**

Linux System Administration

Managing Linux Operating Systems including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS126DL or CIS126RH or permission of Instructor.

CIS238RH **3 Credits**

Red Hat System Administration II

Continue to develop core administration skills needed to manage a Red Hat Enterprise Linux system. This Red Hat Academy course helps to prepare students for the Red Hat certification exams using a hands-on, task-focused curriculum. Prerequisites: A grade of C or better in CIS126RH, or permission of Instructor.

CIS239DL **3 Credits**

Linux Shell Scripting

Linux Shell Scripting syntax and methods including the automation of system tasks as well as interpreted user-level programming. Course includes the Linux Borne Again Shell (BASH) as well as a variety of industry competitors. Prerequisites: A grade of C or better in CIS238DL or CIS238RH or permission of Instructor.

CIS240DL **3 Credits**

Linux Network Administration

In depth networking based on Linux servers and the Transmission Control Protocol/Internet Protocol (TCP/IP) protocol suite. Integrating Linux servers and workstations into a network environment with multi-platform network operating systems including a variety of open-standard and proprietary protocols. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS238DL or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

CIS240RH **3 Credits**

Red Hat System Administration III

Provides solid understanding of how to automate services on a Linux system. Covers use of Ansible to automate provisioning, configuration, application deployment, and orchestration on Red Hat Enterprise Linux 8. Content aligns with the Red Hat Certified Engineer (RHCE - EX294) exam, a professional certification. Prerequisites: A grade of C or better in CIS238RH 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.

CIS256 **3 Credits**

Python Programming Level II

Advanced Python object-oriented programming concepts and applications. Emphasis on code documenting, versioning, unit testing strategies, and security practices for Python project/package development. Includes Python applications for data analysis, networking, database manipulation, and web application development. Prerequisites: A grade of C or better in CIS156 or permission of Instructor.

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.

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.

CIS265 **3 Credits**

Advanced iOS Application Development

Advanced iOS device programming utilizing the Swift/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++ and CIS165, or permission of Instructor.

CIS265DA **3 Credits**

Advanced Android Application Development

Advanced Android device programming utilizing an Android Integrated Development Environment, and an Android-focused programming language such as Java or Kotlin, utilizing various advanced activity layouts, views, and intents. Covers advanced Object Oriented Programming (OOP) practices, local and cloud-based database backends, threading, incorporating device features and sensors, and unit testing. Prerequisites: A grade of C or better in CIS165DA 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 communication 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 BPC270 or CIS190 or CNT140AB or MST150++ or permission of Instructor.

CIS275DL **3 Credits**

Linux Capstone

The Linux Capstone course aggregates the skills, knowledge, communication, and critical thinking skills from the Linux Program. This course is to emulate a production environment that prepares students to work as a Linux Systems Administrator. The course helps to prepare students for Linux Industry certification exams. Prerequisites: A grade of C or better in CIS240DL, or CIS240RH, 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 CIS117DM, or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 CIS117DM, 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.

CNT140AB **4 Credits**

Introduction to Networks

Focus on the architecture, structure, functions, components, and models of the Internet and other computer networks. Principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced. Students will build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Preparation for Cisco certification examination. Prerequisites: None.

CNT150AB* **4 Credits**

Switching, Routing, and Wireless Essentials

Focus on configuring switches and routers for use in small and medium size networks. Including Virtual Local Area Networks (VLANs), VLAN trunking, Inter-VLAN routing, Spanning Tree Protocol (STP), EtherChannel, Dynamic Host Configuration Protocol (DHCP), First Hop Redundancy, Local area Network (LAN) and Switch security, and Static routing. Knowledge and skills needed to implement a Wireless Local Area Network (WLAN) is also covered. Preparation for Cisco certification examination. Prerequisites: A grade of C or better in CNT140AB 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 MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair. Course Notes: Students may receive credit for only one of the following: CSC110 OR CSC110AA OR CSC110AB.

CSC120 **4 Credits**

Digital Design Fundamentals

Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, Read Only Memory (ROMs), Programmable Logic Device (PLDs), synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or permission of Instructor or Division or Department Chair.

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 CSC110AB, or permission of Instructor. Course Notes: Students may receive credit for only one of the following: CSC205 OR CSC205AA OR CSC205AB OR CSC205AC OR CSC205AD.

CSC230 **4 Credits**

Computer Organization and Assembly Language

Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.

ITS110 **3 Credits**

Information Security Fundamentals

Fundamental concepts of information technology security. Topics include authentication methods, access control, cryptography, Public Key Infrastructure (PKI), network attack and defense methods, hardening of operating systems and network devices, securing remote access and wireless technologies and securing infrastructures and topologies. Emphasis on hands-on labs in both the Windows and Linux environments. Builds on thorough understanding of Transmission Control Protocol/Internet Protocol (TCP/IP) and security concepts and Microsoft (MS) Windows and Linux Administration. Prerequisites: A grade of C or better in CIS126DL, or CIS126RH, or permission of Program Director. Corequisites: BPC270 or MST150++.

ITS120 **3 Credits**

Legal, Ethical and Regulatory Issues

Exploration of legal and ethical issues unique to information security. Analysis of professional ethical codes and their application to information security practitioners. Federal and state laws as they relate to information security. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

ITS240 **3 Credits**

Ethical Hacking and Network Defense

Preparation for the EC-Council Certified Ethical Hacking examination. In-depth exploration of how to effectively protect computer networks from risks ranging from malicious infiltration to cyber-warfare. Includes examination of ethical hacking, relevant tools and methodologies, and its importance to network security. Resources to identify new computer network vulnerabilities and counter security strategies will be discussed as well as an overview of relevant computer crime laws and penalties. Prerequisites: A grade of C or better in ITS110, or CNT205, or CIS270, or CIS271DB, or CIS272DB, or permission of Instructor.

MST140 **3 Credits**

Microsoft Networking Essentials

Emphasis on local area network with overview of wide area networks. Includes terminology, hardware and software components, connectivity, network architecture, packet structure, topologies, communication standards and protocols, and security issues. Preparation for Microsoft certification examination. Prerequisites: None. (BPC110 or CIS105 and CIS121AB) suggested but not required

MST155DC **3 Credits**

Installation, Storage, and Compute with Windows Server

This course focuses primarily on the installation, storage, and compute features and their functionality that is available within Windows Server. As Information Technology pushes towards more cloud based solutions and makes our classic approach obsolete, this course will help students prepare for a career within an Information Technology enterprise and help distinguish themselves in today's competitive job market. This course covers various topics like Windows Server installation, Hyper-V deployments and storage options in relation to this new cloud based reality. Prerequisites: A grade of C or better in MST150++ or permission of Instructor.

MST157DC **3 Credits**

Networking with Windows Server

This course focuses on the networking features and their functionality available within Windows Server. It builds upon the skills from the Installation, Storage, and Compute with Windows Server course (MST155DC) and will develop skills related to Software-Defined Networking (SDN) solutions within Hyper-V, remote connectivity with VPN and Direct Access, and providing Internet connectivity with Domain Name System (DNS), Dynamic Host Configuration Protocol (DHCP), and Internet Protocol Address Management (IPAM). This course helps prepare for the 70-741 industry certification test. Prerequisites: A grade of C or better in MST155DC or permission of Instructor.

MST158DC **4 Credits**

Identity Management with Windows Server 2016

Prepares students to manage Windows Server 2016 tasks. Configure and manage multiple services, such as Identity Management and Active Directory. Learn how to install and configure domain controllers and create and manage users, groups, and computers within Organizational Units. Prepares students for the Microsoft exam, Identity with Windows Server 2016-70-742. Prerequisites: A grade of C or better in MST157DC.

Construction (CON)

CON102* **6 Credits**

Foundations of Construction Trades

Introduction to construction trades with an overview of standard practices in the construction profession, including safety, construction drawings, tools, and material handling. Includes workspace maintenance according to professional standards and basic calculation skills in the construction environment, including primary operations. Examines the United States standard and metric units of measurement, orthographic figures, and area and volume calculations for two and three-dimensional objects. Provides students with the information and skills to read and understand construction drawing. Includes basic rigging and material handling procedures. Prerequisites: None.

CON102AA* **2 Credits**

Foundations of Construction Trades: Tools, Equipment, and Workspace

Introduction to construction trades with an overview of common practices in the construction profession including safety, reading blueprints, tools and equipment. Includes maintenance of workspace according to professional standards and basic calculation skills in the construction environment including the primary operations. Examines the United States standard and metric units of measurement, orthographic figures, and area and volume calculations for two and three-dimensional objects. Provides students with the information and skills needed to read and understand construction drawings. Prerequisites: None.

CON102AB* **2 Credits**

Foundations of Construction Trades: Construction Calculations

Introduction to construction trades with an overview of common practices in the construction profession including maintenance of workspace according to professional standards and basic calculation skills in the construction environment including the primary operations. Examines the United States standard and metric units of measurement, orthographic figures, and area and volume calculations for two and three-dimensional objects. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

CON102AC* **2 Credits**

Foundations of Construction Trades: Construction Drawings and Materials

Introduction to construction trades with an overview of standard practices in the construction profession including safety, reading blueprints, tools and equipment. Provides students with the information and skills needed to read and understand construction drawings. Includes basic rigging and material handling procedures. Prerequisites: None.

CON103* **1 Credit**

Foundation of Construction Safety

Occupational Safety and Health Act (OSHA). Common causes for accidents and fatalities in construction. Abatement techniques for construction-specific hazards. Use of personal protection and lifesaving equipment. Specific types of health hazards related to the construction industry. Proper methods for handling hazardous materials. Prerequisites: None.

CON110* **9 Credits**

Construction: Carpentry

Examines the layout and construction procedures for floor systems, including: interpretation of construction drawings and specifications, selection of appropriate types of floor and wall system components; and application of floor and wall system materials. Provides an overview of ceiling and roof construction methods, the different types of roofs used in residential construction and materials, and the use of trusses and conventional roof framing. Includes estimation of materials. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON110AA **3 Credits**

Construction: Carpentry/Floor Systems

Examines the layout and construction procedures for floor systems, including: interpretation of construction drawings and specifications, selection of appropriate types of floor system components and application of floor system materials. Includes estimation of materials. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON110AB* **3 Credits**

Construction: Carpentry/Wall Systems

Examines the layout and construction procedures for wall systems, including: interpretation of construction drawings and specifications, selection of appropriate types of wall system components; and application of wall system materials. Includes estimation of materials. Prerequsities: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON110AC* **3 Credits**

Construction: Carpentry/Ceiling and Roof Systems

Examines the layout and construction procedures for roof and ceiling systems, including: interpretation of construction drawings and specifications, selection of appropriate types of roof and ceiling system components; and application of roof and ceiling system materials. Provides an overview of ceiling and roof construction methods, the different types of roofs used in residential construction and materials, and the use of trusses and conventional roof framing. Includes estimation of materials. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON122* **9 Credits**

Construction: Plumbing

Introduces students to materials, hardware, and systems related to the plumbing profession. Provides instruction in drain, waste, and vent (DWV) systems as well as installation, maintenance, and repair of plumbing systems, fixtures and appliances. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON122AA* **3 Credits**

Construction: Plumbing/Pipes and Fittings

Introduces students to materials, hardware, and systems related to the plumbing profession. Provides instruction in installation, maintenance, and repair of plumbing systems, fixtures and appliances. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON122AB* **3 Credits**

Construction: Plumbing/Drain, Waste and Vent

Introduces students to materials, hardware, and systems related to the plumbing profession. Provides instruction in drain, waste, and vent (DWV) systems as well as installation, maintenance, and repair. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON122AC* **3 Credits**

Construction: Plumbing/Fixtures, Faucets and Water Distribution Systems

Introduces students to materials, hardware, and systems related to the plumbing profession. Provides instruction in water distribution systems as well as installation, maintenance, and repair of fixtures and appliances. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

CON132* **9 Credits**

Construction: Electrical Systems

An overview of electricity related to residential, commercial, and aspects of industrial applications. Introduction to reading and interpreting construction drawings and wiring diagrams and tools specific to the electrical trade. Use of appropriate wire sizes and material to install electrical distribution systems, raceways, and terminations. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON132AA* **3 Credits**

Construction: Electrical Systems/Introduction to Electrical

An overview of electricity related to residential, commercial, and aspects of industrial applications. Introduction to reading and interpreting construction drawings specific to the electrical trade. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON132AB* **3 Credits**

Construction: Electrical Systems/Electrical Power Generation

An overview of electricity related to residential, commercial, and aspects of industrial applications. Introduction to wiring diagrams and tools specific to the electrical trade. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON132AC* **3 Credits**

Construction: Electrical Systems/Raceways and Wireways

An overview of electricity related to residential, commercial, and aspects of industrial applications. Use of appropriate wire sizes and material to install electrical distribution systems, raceways, and terminations. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON170* **9 Credits**

Construction Trades: H.V.A.C.r

Introduction to major components and functions of residential heating, ventilation, air conditioning, and refrigeration (H.V.A.C.r) systems, including heat flow and basic electrical concepts. Introduction to installation of residential heating, ventilation, air conditioning, and refrigeration (H.V.A.C.r) systems. Includes startup and verification of proper equipment operation. Includes installations, diagnostics, preventative and predictive maintenance, and customer service. Introduction to troubleshooting the components of residential heating, ventilation, air conditioning, and refrigeration (H.V.A.C.r) systems to ensure proper equipment operation. Examines federal laws, standards, and procedures for the preparation to complete the certification for the Environmental Protection Agency (EPA) SECTION 608. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON170AA* **3 Credits**

Construction Trades: Introduction to H.V.A.C.r for Residential Systems

Introduction to major components and functions of residential heating, ventilation, air conditioning, and refrigeration (H.V.A.C.r) systems, to include heat flow and basic electrical concepts. Examines federal laws, standards and procedures for the preparation to complete the certification for the Environmental Protection Agency (EPA) SECTION 608. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON170AB* **4 Credits**

Construction Trades: H.V.A.C.r Installation

Installation of residential heating, ventilation, air conditioning, and refrigeration (H.V.A.C.r) systems. Includes startup and verification of proper equipment operation. Includes installations, diagnostics, preventative and predictive maintenance, and customer service. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

CON170AC* **4 Credits**

Construction Trades: H.V.A.C.r Troubleshooting

Introduction to troubleshooting the components of residential heating, ventilation, air conditioning, and refrigeration (H.V.A.C.r) systems, to assure proper equipment operation. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: [(CON103 or CON271) and (CON102 or (CON102AA, CON102AB, and CON102AC))], or permission of Instructor.

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CON210* **9 Credits**

Carpentry: Commercial and Residential

Safety, codes, layout, and construction procedures for carpentry commercial and residential aspects. Includes commercial drawings, steel framing, exterior and interior finishes, roofing applications, door hardware installation, drywall, drywall finishing, suspended ceilings, window, door, floor, and ceiling trim. Students construct, erect, install, and repair structures and fixtures made from wood and other materials. Prerequisites: A grade of C or better in CON110, or (CON110AA, CON110AB, and CON110AC), or permission of Instructor.

CON222* **9 Credits**

Construction: Advanced Plumbing

Examines the safety, codes, components, installation, and repair of fixtures, appliances, and gas piping. Introduces water supply and distribution, drain, waste, and vent (DWV), and energy efficient water devices. Prerequisites: A grade of C or better in CON122, or (CON122AA, CON122AB, and CON122AC), or permission of Instructor.

CON232* **9 Credits**

Construction: Advanced Electrical

Overview of residential, commercial, and industrial electrical advanced applications and components such as power distribution and transmission, motors and motor controls, and wiring applications. Includes testing and troubleshooting methods for electrical systems. Prerequisites: A grade of C or better in CON132, or (CON132AA, CON132AB, and CON132AC), or permission of Instructor.

CON271* **3 Credits**

Construction Safety

Overview of safety methods and procedures for accident prevention and equipment used by construction workers to maximize field safety during various phases of a construction project, including requirements and regulations for construction safety set by Occupational Safety and Health Administration (OSHA) standards along with biological aspects of construction safety. Prerequisites: None.

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.

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.

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.

CPD180 **3 Credits**

Human Resilience: Cognitive, Emotional, and Behavioral Applications

Exploration of human resilience and well-being within the context of personal, academic, and career life. Focus on enhancing quality of life, and improving academic performance and career success through awareness of behavior, cognition, and emotion as well as the practice of self-regulation. Topics include mindfulness, positive psychology, motivation, effective thinking, applied neuroscience, mental and emotional health and self-care. Prerequisites: None.

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.

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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.

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, drafting, analysis, evaluation, and writing in various formats. Prerequisites: A grade of C or better in CRW150 or permission of Instructor.

CRW204 **3 Credits**

Journaling

Studio course focusing on practice in the art of various forms and genres of journal writing and memoir through a process of reflection, drafting, discovery and revision. 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.

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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.

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)

CSI105* **3 Credits**

Debt Resolution Enrollment

Overview of debt resolution enrollment procedures. Covers characteristics of debt settlement, including regulatory entities, information security, and client hardships. Also includes procedures for completing quality enrollment calls, as well as a review of resources available to clients. Prerequisites: None.

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.

CSI161* **3 Credits**

Financial Services Retirement Plans

Introduction to financial service retirement accounts. Includes applicable vocabulary, Internal Revenue Service (IRS) codes, qualified and supplemental plans as well as loan options. Also covers deferred compensation and money sources. Prerequisites: None.

CSI163* **1 Credit**

Employer Sponsored Retirement Plans

Characteristics, restrictions, and guidelines for various employer sponsored retirement plans. Includes lifecycles and processes. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSI165* **3 Credits**

Introduction to Financial Customer Service

Introduction to customer service procedures for managing member accounts. Covers computerized systems including online documentation and database usage. Procedures for account maintenance included as well as procedures for handling initial member requests. Emphasis on professional communication and customer service skills. 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.

CSI167* **3 Credits**

Financial Systems Customer Service

Practical application of financial account procedures for customer services representatives. Includes procedures for initiating and completing distributions, loan, service credits purchase, and Qualified Domestic Relationship Orders (QDRO) in addition to processing death claims. 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.

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, underwriting and file submission procedures as well as tax consequences and managing client objections. Prerequisites: None.

CSI180* **2 Credits**

Debt Resolution Sales Practices

Further application of debt resolution sales procedures. Covers consultative sales tools and services used in the provision of direct debt management sales. Includes approval and welcome calls, enrollment agreements, underwriting and file submission procedures as well as disclosures and tax consequences. Prerequisites: A grade of C or better in CSI174.

CSI182* **2 Credits**

Introduction to Loan Consolidation

Introduction to loan consolidation in the debt settlement industry. Covers consolidation loan terminology, details, cycles, and benefits as well as disclosures and effective business communication for the loan consultant. Prerequisites: None.

CSI184* **3 Credits**

Loan Consolidation Procedures

Practical application of loan consolidation procedures. Covers benefits of and processes for loan consolidation as well as consultative sales tools and services used in the provision of direct debt management sales. Includes initial calls, enrollment agreements, and customer education procedures as well as effective communication strategies. Prerequisites: None.

CSI202* **4 Credits**

Debt Settlement Loan Servicing

Consolidation loan servicing procedures. Covers types of loans, features, and guidelines as well as enrollment structure and loan calculations. Also covers payments, customer protections, and procedures for account collections. 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, debit cards, certificates of deposit, and individual retirement accounts. Self-service banking benefits and procedures as well as cash advances and funds 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.

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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.

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.

CUL103* **3 Credits**

Breakfast and Cold Foods

Cooking techniques and preparation of breakfast items, salads, sandwiches, and dressings. Theory and practice of production of egg, pasta, cheeses, and fruit dishes, canapes and hors d`oeuvre creations. Study of lettuces, fruits, grains, cheeses and dressings as components of salads and sandwiches. Prerequisites: None.

CUL104* **3 Credits**

Bakery and Pastry

Provides a study of cooking techniques and preparation methods for cakes, pies, cookies and simple desserts as well as production of doughs and breads. Includes preparation of various bakery sauces and toppings, uses of chocolate, and appropriate presentation methods for various types of desserts. Prerequisites: None.

CUL105* **3 Credits**

Principles of Professional Cooking

Introductory principles and skills for professional cooking. Introduces organizational structure of kitchen staff in different types of kitchens. Includes basic principles of safety and sanitation, equipment and utensil use, French cooking terms, recipe use, measuring techniques, identification and use of seasoning agents, and basic cooking methods applied to stocks, sauces and soups, vegetables, starches, entrees, and eggs. Emphasis on practical experiences in a commercial kitchen. Prerequisites: None.

Customer Service Representative (CSR)

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.

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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.

CSR118* **3 Credits**

Property Insurance Billing Procedures

Overview of property insurance procedures for the customer service agent. Covers mission/vision in relation to roles and responsibilities of customer service agent, including expectations, insurance terminology, insurance coverage and policies, contracts and billing, and call flow guidelines. Prerequisites: None.

CSR120* **3 Credits**

Introduction to Property Insurance: Issuing and Servicing

Introduction to property insurance for the customer service representative. Covers types of insurance components and policies for home, rental, and condo properties. Examination of insurance issuance and servicing procedures. Also includes call flow process and guidelines for policy modifications, cancellations, and declines. Prerequisites: None.

CSR122* **2 Credits**

Rental and Condo/Unit Owner Property Insurance

Introduction to rental property and condo/unit owner insurance components, policies and procedures for the customer service representative. Covers systems and procedures for issuance, modification, and cancellation of policies as well as declined accounts. Also includes member policy update procedures. Prerequisites: None.

CSR124* **2 Credits**

Renters Valuable Personal Property Insurance: Issuing and Servicing

Introduction to renters Valuable Personal Property (VPP) insurance coverage and procedures for the customer service representative. Covers procedures for issuing and servicing renters VPP policies, including characteristics of VPP coverage. Also covers policy modifications, declines, cancellations, limits and guidelines for dealing with collections. Prerequisites: None.

CSR130* **2 Credits**

Advocate-Driven Healthcare

Procedures for advocate-driven healthcare customer service representatives. Covers eligibility requirements, enrollment procedures, and Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliance standards. Also includes healthcare services, products, and plans. Prerequisites: None.

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.

CSR139* **3 Credits**

Introduction to Pharmacy Prescription Benefits Customer Care

Introduction to the Pharmacy Prescription Benefits 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.

CSR144* **3 Credits**

Prior Authorization Programs and Systems

Prior authorization programs and systems for federal employees. Covers Med-Ex, 'Buy and Bill' and Medical Formulary Exception (MFE) programs as well as identification and processes for compounds. Also covers customer service skills and use of an automated phone system and the Clinical Authorization System (CAS) program, including clinical rationales, outcomes, inquiries, and non-covered Qsets. Prerequisites: None.

CSR145* **4 Credits**

Prescription Prior Authorization I

Prescription prior authorization procedures for federal employees. Covers account access, documentation, and eligibility as well as claims process and claims adjudication. Computerized databases and automated phone systems emphasized. Prerequisites: None.

CSR146* **4 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 in addition to grandfathered records and change in therapy procedures. Prerequisites: A grade of C or better in CSR145.

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**

Pharmacy Prescription Benefit Plans

Overview of pharmacy prescription benefit plans. Includes types of plans, limitations, and drug coverage in addition to fulfillment requests. Also covers procedures for accessing accounts, responding to caller inquiries, completing test claims, and steps for locating formulary alternatives. Prerequisites: A grade of C or better in CSR139.

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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**

Pharmacy Prescription 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.

CSR161* **3 Credits**

Pharmacy Benefits Account Management

Member account services for pharmacy benefits management. Covers state and federal regulations regarding controlled substances as well as order placement and problem solving procedures. Also includes eligibility issues, participant account management, and procedures for completing test claims. Prerequisites: None.

CSR171* **2 Credits**

Customer Representative Web Design Products and Services

Introduction to web design products and services. Includes customer services for web design, branding, and hosting as well as various products available to business owners. Also covers domain ownership and security. Prerequisites: None.

CSR172* **2 Credits**

Customer Representative Web Service Sales

Customer service account procedures for web service sales. Covers business specific services and products, and application to meeting customer needs. Also covers hosting and website design sales procedures as well as customer consultation techniques. Prerequisites: None.

CSR173* **2 Credits**

Customer Service for Web Hosting

Introduction to web hosting products and customer services. Includes features and benefits of branding, productivity, presence, and marketing. Prerequisites: None.

CSR174* **2 Credits**

Hosting Product Support Customer Service

Hosting product support customer service procedures. Covers databases, email solutions, and Content Management Systems (CMS) as well as business hosting. Also covers troubleshooting procedures including site latency. Prerequisites: None.

CSR175* **1 Credit**

Web Hosting Account Customer Service

Account customer service for web hosting and domains. 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

CSR196* **3 Credits**

Call Center Customer Service

Introduction to practical application for call center representatives. Covers the role of call center representatives and skills and behaviors necessary for successful and effective call flow and completion of inbound calls. Also includes procedures for customer authentication, billing, payments, and claims loss reports as well as de-escalation. Prerequisites: Permission of Department or Division.

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.

CSR201* **1 Credit**

Web-Based Hosting Customer Service

Web-based hosting customer service. Includes resources, tools, and services for setup, maintenance, and troubleshooting. Prerequisites: None.

CSR203* **1 Credit**

Productivity Customer Service

Web-based productivity customer service. Includes tools and resources for managing productivity as well as troubleshooting procedures. Prerequisites: None.

CSR207* **3 Credits**

Automobile Policy Adjustment

Emphasis upon policy explanation and adjustment. Covers membership status, quality customer service information, and in-depth online resource instrument review. Also includes consultative selling practice and the observation of acting member service representatives. Prerequisites: None.

CSR211* **3 Credits**

Auto Insurance Quotes

Procedures for providing auto insurance quotes and completing various payments. Covers tools for investigating rate changes as well as procedures for modifying account vehicles and driver information. Also includes account research techniques and reinstatement procedures. Prerequisites: None.

CSR212* **3 Credits**

Automobile Insurance Operations I

Automobile insurance member services representative operating procedures. Emphasis upon explanation of payment and rate information, the provision of written correspondence, and file information completion. Covers representative underwriting observation, fundamental need based sales principles, and phone system usage. Prerequisites: None.

CSR213* **2 Credits**

Automobile Insurance Operations II

Auto insurance account operations. Includes 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.

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.

Dental Hygiene Education (DHE)

DHE110 **3 Credits**

Pharmacology

Study of the principles of pharmacology and drugs affecting oral health and dental treatment. Topics include drug interactions, oral manifestations, drugs used in dentistry and alternative 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. Multimedia resources are used extensively for identification of oral lesions. Prerequisites: Admission to the Dental Hygiene Program or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 Program Director.

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 including anomalies; 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. Image receptor placement, exposure, processing, mounting and evaluation of dental radiographs. Operation and maintenance of X-ray and processing equipment. Interpretation of radiographic findings. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: (DHE117 and admission to the Dental Hygiene Program) or permission of Program Director.

DHE127 **3 Credits**

Prevention of Dental Disease

Introduction to preventive aids, chemotherapeutic agents, and motivational interviewing techniques 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 safe use of dental materials. Principles of manipulation of restorative, preventive, and laboratory dental materials. Prerequisites: Admission to the Dental Hygiene Program or permission of Program Director/Chair. Corequisites: DHE202.

DHE202 **1 Credit**

Dental Materials Laboratory

Manipulate permanent and temporary restorative materials, impression delivery systems, and dental cements. Fabricate mouth guards, tooth whitening appliances, and study models. Laboratory proficiency in the application process of permanent restorative materials. Prerequisites: Admission to the Dental Hygiene Program or permission of Program Director/Chair. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

ECH140 **1 Credit**

Learning Made Visible Through Documentation

The study of pedagogical documentation in early childhood settings, including strategies to reflect on children's thinking, hypothesis development, and multiple relationships essential in learning environments. 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.

ECH269 **1 Credit**

Early Childhood Education Seminar

Emphasizes professional experiences including employment procedures, human relations, employment related issues, and career exploration. Prerequisites: Permission of Department or Division. Course Notes: CFS/ECH269 may be repeated for a total of three (3) credit hours

ECH270 **1 Credit**

Observing Young Children

Introduction to observation techniques, recording methods and interpretation of collected data for children from birth to age eight while addressing legal and ethical implications. Prerequisites: None.

ECH271 **1 Credit**

Arranging the Environment

Exploration of the influence of the environment on the behavior and development of young children. Considers indoor and outdoor spaces from the perspective of safety, age-related needs, spatial requirements, and usage. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

ECH272 **1 Credit**

Science and the Young Child

Methods and techniques for recognizing and supporting scientific thinking in young children between the ages of birth and age eight. Focus upon social constructivist theory. Prerequisites: None.

ECH273 **1 Credit**

Math and the Young Child

Methods and techniques for recognizing and supporting mathematical thought in young children between the ages of birth through age eight. Focus upon social constructivist theory. Prerequisites: None.

ECH275 **1 Credit**

Literacy Development and the Young Child

Literacy development from birth through age eight. Focus on communication and multiliteracies within social contexts. Prerequisites: None.

ECH279 **1 Credit**

Early Childhood Curriculum Development

An intensive focus on the process of building curriculum appropriate to the interests and capabilities through the use of design, implementation and evaluation of materials and experiences for children, birth through age eight. Prerequisites: None. Course Notes: ECH279 may be repeated for a total of four (4) credit hours.

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.

ECH281 **1 Credit**

Movement/Music for the Young Child

Consideration of motor development in the toddler through the 8-year-old and exploration of age-appropriate rhythmic, musical and creative movement methods, 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.

ECH284AA **1 Credit**

Early Childhood Teaching Internship

Work experience in child care centers. 80 hours of designated work per credit. Prerequisites: A grade of C or better in CFS/ECH176 and permission of Department or Division. Course Notes: CFS/ECH284AA may be repeated for a total of six (6) credit hours.

ECH284AB **3 Credits**

Early Childhood Teaching Internship

Work experience in child care centers. 80 hours of designated work per credit. Maximum of 6 credits allowed. Prerequisites: A grade of C or better in CFS/ECH176 and permission of Department or Division. Corequisites: CFS/ECH269.

ECH287* **1 Credit**

Professional Development in Early Childhood Education

Emerging professionalism within the field of early childhood education. Consideration of job responsibilities, rewards, ethics and current issues facing practitioners. Includes assessment and career planning. Prerequisites: None.

Early Education (EED)

EED200 **3 Credits**

Foundations of Early Childhood Education

Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: None. Course Notes: EED200 requires a minimum of 30 hours of field experience in birth to age eight environments.

EED205 **3 Credits**

The Developing Child: Prenatal to Age Eight

Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Includes practical application and fieldwork experience. Prerequisites: None.

EED210 **3 Credits**

Creative and Cognitive Play

Benefits of play for children birth to 8 years of age. Inclusion of art, music, and movement used in all dimensions of play. Identify uses and roles in the development of children. Prerequisites: A grade of C or better in CFS/ECH176, or CFS235, or EED205.

EED212 **3 Credits**

Guidance, Effective Interactions and the Environment

Principles for guiding young children in early care and education environments. Exploration of guidance, effective interactions, and how the environment impacts the lives of young children. Includes observation of children, birth to age eight. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

EED215 **3 Credits**

Early Learning: Health, Safety, Nutrition and Physical Fitness

Consideration of public health issues and safety procedures within early childhood settings that serve young children birth to age eight. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes practicum designed to explore the field of early childhood education. 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 practicum designed to explore the field of early childhood education. Prerequisites: None.

EED225 **3 Credits**

Language and Literacy in the Context of Culture and Relationships

Introduces children's language acquisition and literacy development. Exploration of the relationships among language, literacy, family, culture, and community. Study of educational practices and advocacy opportunities that support language acquisition, literacy development and the preservation of heritage languages. Prerequisites: None.

EED255 **3 Credits**

Independent Study Portfolio Development and Writing for the Early Childhood Profession

Portfolio development, completion, and presentation skills designed for the individual student. 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. Eighty (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. Eighty (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.

EED278 **3 Credits**

Early Learning: Curriculum and Instruction – Birth to Age Eight

Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through eight years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes field experience. Prerequisites: A grade of C or better in 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: A grade of C or better in 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

EEP242 **3 Credits**

Early Childhood Guidance and Management

Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of typical and atypical young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP244 **3 Credits**

Early Childhood Introduction to the Exceptional Young Child

Overview of the exceptional learner (birth to age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes field experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP246 **3 Credits**

Early Childhood Culture, Community, Family and the Child

Examines family, community, and cultural influences on development of the young child birth to third grade. Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

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.

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.

EDU220 **3 Credits**

Introduction to Serving English Language Learners (ELL)

Historical overview of current educational and legal issues for serving English Learners (EL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), Sheltered English Instruction, and bilingual/Dual Language Immersion (DLI). Includes SEI, Sheltered English Instruction, 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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 and how assessment is used to inform and guide instruction. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU223AF requires an approved field experience.

EDU225 **1 Credit**

Professionalism and Ethics in Education

Exploration of topics relative to the professionalism, legal knowledge, and ethical development of classroom teachers. Topics include professionalism within the teaching profession, legal considerations, ethics vs. code of conduct, dispositions, and impact of personal and community values. Prepares individuals for the professional, legal, and ethical issues that are routinely seen in an educational setting. Prerequisites: None.

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.

EDU235 **3 Credits**

The Exceptional Learner

Overview of the exceptional learner, one who differs from the average or typical, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, intellectual disabilities, 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.

EDU239 **3 Credits**

Structured English Immersion Grades K-8

A foundation course designed to prepare educators to serve the needs of English Learners (EL) grades K-8. Includes Structured English Immersion (SEI) models and the Arizona Language Development Approach with emphasis on asset based behaviors and expectations, integrated and targeted English Language Development (ELD) instruction, assessment monitoring and feedback. Also covers legal and historical foundations and current issues. Prerequisites: Baccalaureate Degree or permission of Department or Division.

EDU240 **3 Credits**

Structured English Immersion Grades 6-12

A foundational course designed to serve needs of English Learners (EL) grades 6-12. Includes comparison and evaluation of various Structured English Immersion (SEI) models and the Arizona Language Development Approach including asset based behaviors and expectations, integrated and targeted English Language Development (ELD) instruction, assessment monitoring and feedback. Also covers legal and historical foundations and current issues. Prerequisites: Baccalaureate Degree 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.

EDU244 **1 Credit**

Special Education Collaboration and Communication Practices

Principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for individuals with exceptionalities and their families. Includes critical interpersonal communication strategies and tools for working with diverse groups of people in addition to the benefits of collaboration as well as the challenges that educators currently face. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

EDU255AA **4 Credits**

Student Teaching Lab Elementary Education, K-8

Supervised student teaching in a K-8 classroom. Development of knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree and formal acceptance into an elementary (K-8) post-baccalaureate program or permission of Department or Division.

EDU255AB **4 Credits**

Student Teaching Lab Elementary Education, K-8

Supervised student teaching in a K-8 classroom. Competency in knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU255AA, and formal acceptance into an elementary (K-8) post-baccalaureate program or permission of Department or Division.

EDU255AC **2 Credits**

Student Teaching Lab Elementary Education, K-8

Supervised student teaching in a K-8 classroom. Foundational knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree and formal acceptance into an elementary (K-8) post-baccalaureate program or permission of Department or Division.

EDU255AD **2 Credits**

Student Teaching Lab Elementary Education, K-8

Supervised student teaching in a K-8 classroom. Development of knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU255AC, and formal acceptance into an elementary (K-8) post-baccalaureate program or permission of Department or Division.

EDU255AE **2 Credits**

Student Teaching Lab Elementary Education, K-8

Supervised student teaching in a K-8 classroom. Refinement of knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU255AD, and formal acceptance into an elementary (K-8) post-baccalaureate program or permission of Department or Division.

EDU255AF **2 Credits**

Student Teaching Lab Elementary Education, K-8

Supervised student teaching in a K-8 classroom. Competency in knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU255AE, and formal acceptance into an elementary (K-8) post-baccalaureate program or permission of Department or Division.

EDU256AB **4 Credits**

Student Teaching Lab Secondary Education, 6-12

Supervised student teaching in a 6-12 classroom. Competency in knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU256AA, and formal acceptance into a secondary (6-12) post-baccalaureate program or permission of Department or Division.

EDU256AC **2 Credits**

Student Teaching Lab Secondary Education, 6-12

Supervised student teaching in a 6-12 classroom. Foundational knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree and formal acceptance into a secondary (6-12) post-baccalaureate program or permission of Department or Division.

EDU256AD **2 Credits**

Student Teaching Lab Secondary Education, 6-12

Supervised student teaching in a 6-12 classroom. Development of knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU256AC, and formal acceptance into a secondary (6-12) post-baccalaureate program or permission of Department or Division.

EDU256AE **2 Credits**

Student Teaching Lab Secondary Education, 6-12

Supervised student teaching in a 6-12 classroom. Refinement of knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU256AD, and formal acceptance into a secondary (6-12) post-baccalaureate program or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

EDU256AF **2 Credits**

Student Teaching Lab Secondary Education, 6-12

Supervised student teaching in a 6-12 classroom. Competency in knowledge and skills in the areas of lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Baccalaureate Degree, a grade of C or better in EDU256AE, and formal acceptance into a secondary (6-12) post-baccalaureate program or permission of Department or Division.

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.

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.

EDU267 **3 Credits**

Reading Instructional Practices, Interventions, and Assessments

Overview of instructional practices, interventions, and assessments associated with reading instruction and the systematic teaching of phonics. Course will address historical methods and current research in reading; analyze research-based instructional practices; analyze research-based assessments and possible interventions; review support provided by Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI); and explore Reading disabilities (Dyslexia) and laws associated with Reading disabilities. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU267 requires an approved field experience.

EDU268 **3 Credits**

Science of Reading Including Systematic Phonics Instruction

Overview of the science of reading with an emphasis on explicit instructional practices associated with research based systematic phonics instruction. Covers research based on the science of reading related to the teaching of reading in the K-8 school setting to include understanding reading research; essential components of reading instruction; implementation of effective methods for reading instruction; and alignment of reading instruction to systematic phonics instruction. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU268 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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: None.

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 or permission of Department or Division. 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.

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: None.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

EDU297 **3 Credits**

Language Arts Methods and Curriculum Development

Methods to teach research-based instruction in elementary English language arts including reading, writing, speaking, and listening. Topics include developmentally appropriate instruction, assessment, cross-curricular integration, lesson plan preparation, evidence-based teaching strategies, and teaching resources. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU337 **3 Credits**

Structured English Immersion in Grades K-8

Overview of teaching to serve the needs of diverse English learner (EL) students in grades K-8. Includes comparison and evaluation of various language educational models, including Structured English Immersion (SEI) and the Arizona Language Development Approach (LDA) with a focus on asset based behaviors and expectations, integrated and targeted English Language Development (ELD) instruction. Covers legal and historical foundations and current issues. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

EDU367 **3 Credits**

Science of Reading with Systematic Phonics Instruction in Grades K-8

Overview of the science of reading with an emphasis on explicit instructional practices associated with research-based systematic phonics instruction. Uses analysis of science of reading-based research to identify best practices for effectively teaching reading in the K-8 school setting, including essential components, pedagogical strategies and alignment to systematic phonics instruction. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU367 requires an approved field experience.

EDU368 **3 Credits**

Reading Instructional Practices, Interventions, and Assessments in Grades K-8

Application of instructional practices, interventions and assessments associated with reading instruction and the systematic teaching of phonics to support readers of varying ages and ability levels, including students with dyslexia. This course addresses historical methods, current research, research-based instructional practices, assessments and interventions using Multi-tiered Systems of Support (MTSS) or Response to Intervention (RTI). Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU368 requires an approved field experience.

EDU372 **3 Credits**

Educational Psychology for Teachers (Grades K-12)

Overview of scientific research and psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Focuses on human diversity, theories of learning, intelligence, memory, creativity, assessment, and factors influencing effective instruction and learning. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

EDU427 **3 Credits**

Social Studies Teaching Methods and Pedagogical Strategies for Grades K-8

Application of research-based instruction in elementary social studies. Topics include developmentally appropriate instruction, and assessment, cross-curricular integration of social studies, lesson plan preparation, evidence-based teaching strategies, and teaching resources. Emphasis on current professional teaching standards and Arizona Academic Standards. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU427 requires an approved field experience.

EDU428 **3 Credits**

English Language Arts Teaching Methods and Pedagogical Strategies for Grades K-8

Application of research-based instruction in elementary English Language Arts, including reading, writing, speaking, and listening. Topics include developmentally appropriate instruction, and assessment, cross-curricular integration of language arts, lesson plan preparation, evidence-based teaching strategies, and teaching resources. Emphasis on current professional teaching standards and Arizona Academic Standards. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU428 requires an approved field experience.

EDU429 **3 Credits**

Science Teaching Methods and Pedagogical Strategies for Grades K-8

Application of research-based instruction in elementary science. Topics include developmentally appropriate instruction, and assessment, cross-curricular integration of scientific concepts and problem solving skills, lesson plan preparation, evidence-based teaching strategies, and teaching resources. Emphasis on current professional teaching standards and Arizona Academic Standards. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU429 requires an approved field experience.

** Courses offered through an Educational Partnership and Customized Training program only.*

EDU431 **3 Credits**

Mathematics Teaching Methods and Pedagogical Strategies for Grades K-8

Application of research-based instruction in elementary mathematics. Topics include developmentally appropriate instruction, and assessment, cross-curricular integration of mathematics and logical problem solving, lesson plan preparation, evidence-based teaching strategies, and teaching resources. Emphasis on current trends, professional teaching standards and Arizona Academic Standards. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU431 requires an approved field experience.

EDU477 **6 Credits**

Student Teaching: Elementary (Grades K-8)

Supervised student teacher practicum in a K-8 classroom. Emphasis on the provision of instruction to learners. Covers lesson plan development, teaching strategies, classroom management, assessing the trajectory of student learning, and professionalism. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU477 requires a minimum of eight (8) weeks, full-time classroom instruction.

EDU487 **2 Credits**

Professional Seminar: Current Trends in Elementary and Special Education

Special topics in K-12 (elementary and special) education with an emphasis on current topics and trends. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: EDU487 may be repeated for a total of four (4) credit hours.

Education Field Experiences (EFE)

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 in a K-12 special education setting. Students are expected to demonstrate foundational knowledge and skills in the areas of appropriate assessment strategies, lesson planning, implement instructional strategies, and utilize behavior management systems and programs. Emphasis on the provision of specialized instruction to meet the requirements of Individuals with Disabilities Education Act (IDEA). Prerequisites: Baccalaureate Degree and formal acceptance into a mild/moderate disabilities, K-12 post baccalaureate program or permission of Department or Division.

EFE291AD **2 Credits**

Special Education: Mild-Moderate Student Teaching II

Supervised student teaching in a K-12 special education setting. Students are expected to demonstrate developing knowledge and skills in the areas of appropriate assessment strategies, lesson planning, implement instructional strategies, and utilize behavior management systems and programs. Emphasis on the provision of specialized instruction to meet the requirements of Individuals with Disabilities Education Act (IDEA). Prerequisites: Baccalaureate Degree, a grade of C or better in EFE291AC, and formal acceptance into a mild/moderate disabilities, K-12 post baccalaureate program or permission of Department or Division.

EFE291AE **2 Credits**

Special Education: Mild-Moderate Student Teaching III

Supervised student teaching in a K-12 special education setting. Students are expected to demonstrate refining knowledge and skills in the areas of appropriate assessment strategies, lesson planning, implement instructional strategies, and utilize behavior management systems and programs. Emphasis on the provision of specialized instruction to meet the requirements of Individuals with Disabilities Education Act (IDEA). Prerequisites: Baccalaureate Degree, a grade of C or better in EFE291AD, and formal acceptance into a mild/moderate disabilities, K-12 post baccalaureate program or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

EFE291AF **2 Credits**

Special Education: Mild-Moderate Student Teaching IV

Supervised student teaching in a K-12 special education setting. Students are expected to demonstrate competent knowledge and skills in the areas of appropriate assessment strategies, lesson planning, implement instructional strategies, and utilize behavior management systems and programs. Emphasis on the provision of specialized instruction to meet the requirements of Individuals with Disabilities Education Act (IDEA). Prerequisites: Baccalaureate Degree, a grade of C or better in EFE291AE, and formal acceptance into a mild/moderate disabilities, K-12 post baccalaureate program or permission of Department or Division.

Education Professional Development (EPD)

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.

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.

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 student's performance in reading and language arts. Prerequisites: Must hold a valid Arizona Elementary, Secondary, Special Education, or Early Childhood teaching certificate, or permission of Department or Division.

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 valid Arizona Elementary, Secondary, Special Education, or Early Childhood teaching certificate, or permission of Department or Division.

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: Must hold a valid Arizona Elementary, Secondary, Special Education, or Early Childhood teaching certificate, or permission of Department or Division.

EPD274 **6 Credits**

Reading Assessment

Focus on assessment practices and systems including examining 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: Must hold a valid Arizona Elementary, Secondary, Special Education, or Early Childhood teaching certificate, or permission of Department or Division.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 valid Arizona Elementary, Secondary, Special Education, or Early Childhood teaching certificate, or permission of Department or Division.

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.

Electrical Engineering (EEE)

EEE120 **4 Credits**

Digital Design Fundamentals

Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, Read Only Memory (ROMs), Programmable Logic Device (PLDs), synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or CSC110 or permission of Instructor or Division or Department Chair.

EEE202 **5 Credits**

Circuits and Devices

Introduction to circuits and devices. Component models, transient analysis, steady state analysis, Laplace transform, and active and passive filter networks. Prerequisites: None. Corequisites: (PHY131 or permission of Instructor or Division or Department Chair) and (MAT276 or permission of Instructor or Division or Department Chair).

EEE230 **4 Credits**

Computer Organization and Assembly Language

Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.

Emergency Medical Technology (EMT)

EMT101* **0.5 Credit**

Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers

Designed to provide the allied healthcare provider with the knowledge and skills to perform Basic Life Support (BLS) according to current guidelines for emergency cardiovascular care (ECC). Prerequisites: None. Course Notes: EMT101 may be repeated for credit.

EMT104* **10 Credits**

Emergency Medical Technology

Designed as the Emergency Medical Technician (EMT) lecture to prepare students for scope of practice and standard of care with comprehensive assessment, diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies and non-emergencies. Prerequisites: (A grade of C or better in EMT101, or current validation in Basic Life Support Health Care Provider/Professional Rescuer) and (Accuplacer: 74 or higher, or Next Gen Accuplacer 249 or higher, or Asset 42 or higher, or Compass 83 or higher, or EDReady Critical Reading & Thinking 90 or higher, OR High School GPA 3.0 or higher, or Associate's Degree or higher). Corequisites: EMT104AB. Course Notes: Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org. EMT104 may be repeated for credit.

EMT104AB* **0.5 Credit**

Applied Practical Studies for Emergency Medical Technology

Simulation of actual emergency responses, with practical application of techniques and skills covered in EMT curricula. Scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Practical application of anatomy, physiology, patient assessment, and treatment of medically or traumatically compromised patients, special hazards and medical operations. Also includes patient-assisted medication administration, semi-automatic external defibrillator and blood glucose monitoring. Students operate in outside, scenario based environments. Prerequisites: None. Corequisites: EMT104. Course Notes: EMT104AB may be repeated for credit.

** Courses offered through an Educational Partnership and Customized Training program only.*

EMT104LL* **3.5 Credits**

Emergency Medical Technology Practicum

Designed as the simulated Emergency Medical Technician (EMT) practicum in which the student synthesizes standard of care and scope of practice with comprehensive assessment and diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies. Provides scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Prerequisites: A grade of C or better in EMT104 or permission of Instructor or Corequisites: EMT104. Course Notes: EMT104LL may be repeated for credit. Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org

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: A grade of C or better in MAT15+ or higher-level mathematics course, or an appropriate District placement above MAT15+, or permission of Instructor or Division or Department 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 or Division or Department Chair. Course Notes: Student may receive credit for only one of the following: ECE103 or ECE103EP.

ECE102 & ECE103 are: SUN EGR1102

ECE105 **1 Credit**

MATLAB Programming

Use MATLAB to solve engineering problems. An overview of programming, including matrices, structures, strings, functions, control flow, file management, data analysis, graphing capabilities, and mathematical calculations. Prerequisites: A grade of C or better in [(MAT150 or MAT151 or MAT152 or MAT155 or MAT156) and MAT182] or (MAT187 or MAT188) or higher level mathematics course or permission of Instructor or Division or Department Chair.

ECE216 **2 Credits**

Computer-Aided Engineering

Introduction to engineering graphics, including tolerancing and fasteners, as well as creation and use of engineering drawings. Prerequisites: A grade of C or better in ECE103, or ECE103EP, or permission of Instructor or Division or Department Chair. Corequisites: ECE216LL.

ECE216LL **1 Credit**

Computer-Aided Engineering Laboratory

Laboratory experience in support of ECE216. Prerequisites: A grade of C or better in ECE103, or ECE103EP, or permission of Instructor. Corequisites: ECE216.

English (ENG)

ENG100AE **1 Credit**

Composition Skills

Developing generative and evaluative writing skills using selected software programs. Prerequisites: Appropriate English placement test score, or a grade of "C" or better in ENG091 or ESL097, or permission of Instructor.

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 ESL097 or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).

ENG102 SUN 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 ENG101 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or (a grade of C or better in ESL097 or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in ENG107.

ENG110 **3 Credits**

Approaching Big Problems

Language-based approach to inquiry. Explores how language frames and influences important issues and questions in today's world. Examines how language and other meaning-making practices shape the circulation of various social and cultural issues. Investigates the process of meaning-making, problem solving, and formulating responses to these issues. Exposes students to the varieties of work within the different concentrations in the field of English Studies. Prerequisites: None.

ENG111 **3 Credits**

Technical and Professional Writing

Introduces students to the genres, style, and design of technical documents that are used in various professional fields. Includes examining the role of workplace writing, preparing documents appropriate to diverse audiences, and integrating data and graphics into work-related documents. Prerequisites: A grade of C or better in ENG101 or ENG107 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, autobiographical fiction, 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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. ENH110 or ENG200 or ENG206 suggested but not required.

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.

ENH242 **3 Credits**

American Literature After 1860

Includes literature written after 1860 in the United States. Prerequisites: None.

ENH251 **3 Credits**

Mythology

Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.

ENH280 **3 Credits**

Topics in American Literature

Exploration of selected topic(s) in American Literature. Focuses on a theme, genre, era, technique, or critical approach. Includes reading and interpretation of literature from a variety of cultures within the United States. Prerequisites: 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

Family and Consumer Science (FCS)

FCS110 **3 Credits**

Influences on Young Children's Development

Overview of the influences on young children's development. Covers the principles, patterns, and assessment of child growth and development and a survey of the influences on development including routines, curriculum, environments, guidance, and child centered learning strategies to accommodate individual differences. Prerequisites: None.

FCS120 **3 Credits**

Developmentally Appropriate Environments for Young Children

Overview of policies, practices and procedures, legal, and regulatory standards of the Arizona Department of Health and Childcare licensing. Covers program planning and evaluation methods to ensure environments are developmentally appropriate for children zero to age eight and for continuous improvement efforts. Emphasis on health and safety practices, human resource and risk management policies, and physical facility requirements. Prerequisites: None.

FCS130 **3 Credits**

Supporting Young Children and Their Families

Explores communication, collaboration, advocacy, ethics, and leadership needed to support young children and their families. Covers strategies designed to nurture these concepts utilizing technology, professional development, quality indicators, and mutually beneficial connections. Prerequisites: None.

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. Prerequisite: A grade of C or better in 12 credit hours of CFS and/or FCS coursework or permission of Program Director.

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.

First Year Experience (FYE)

FYE101 **1 Credit**

Introduction to College, Career and Personal Success

Focus on student success through exploration of academic, career and life skills. Includes study of goal-setting/success strategies, academic mindset and financial literacy. Develop an education/career plan utilizing career assessments and other college resources. Prerequisites: None.

FYE103 **3 Credits**

Exploration of College, Career and Personal Success

Focus on student success through exploration of academic, career, and life skills. Includes study of goal-setting/success strategies, academic mindset, interpersonal skills, financial literacy, self-care strategies, diverse perspectives, and campus tools and resources. Develop an education/career plan utilizing career assessments and other college resources. Prerequisites: None.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

FON135 **3 Credits**

Sustainable Cooking

Basic cooking techniques for healthful and enjoyable eating. Emphasis on strategies for maximizing the use of whole, local, and nutrient-dense food while focusing on applying the dietary recommendations for optimal health to food choices. Opportunities to learn about sustainable food living and identifying resources that enable people to be more in control of their food supply. Covers issues of diversity as related to sustainable food systems and equitable access to food. Prerequisites: None. Course Notes: Laboratory component involves hands-on experience in the college teaching or commercial kitchen and garden (or similar teaching or commercial food operation). Students employed in a farm-to-table or similar operation may complete their hands-on portion under their employer's supervision.

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 of cultural foods. Prerequisites: None. Course Notes: FON143 may be repeated for a total of six (6) credit hours.

FON161 **3 Credits**

Sustainable Food Production Systems

Overview of the global food system. Covers historical events impacting current food production model, and the effects food systems have on the environment, health, and communities. Also covers conventional agriculture and food safety concerns. Emphasis on the movement towards sustainable food systems. Prerequisites: None.

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, and promoting local food equity are also covered. Emphasis in preparing organic, seasonal, and local foods, and developing sustainable menus. Prerequisites: None.

FON165 **3 Credits**

Sustainable 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. Covers the importance of diversity, equity, and inclusion for the sustainable food entrepreneur. 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 macronutrients and micronutrients, 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, and dietary analysis. 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 or Corequisites: FON241..

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.

FOR106* **4 Credits**

Forensic Science: Biological Evidence

Scientific analysis and examination of biological evidence for forensic purposes. Covers blood, bloodstains, other biological fluids and stains, hair, DNA, toxicological evidence, controlled substances and alcohol. Includes the history of forensic science, functions of the crime lab, and criminalist career specialties. Prerequisites: None.

FOR286* **4 Credits**

Principles of Forensic Science

This course examines the diverse disciplines and techniques used by forensic scientists in the major sections recognized by the American Academy of Forensic Sciences (AAFS), which include anthropology, criminalistics, digital and multimedia services, general, engineering and applied sciences, jurisprudence, odontology, pathology/biology, psychiatry, and behavioral science, questioned documents and toxicology. Students will participate in laboratory activities that demonstrate best practices and applications in these disciplines, including ethical practices and experiences in case reporting and providing expert testimony. rerequisites: A grade of C or better in (BIO181 or BIO181XT) and [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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)

GBS109 **3 Credits**

Introduction to Esports Management

Introduction to Esports will introduce the business, economics, operations and marketing of the Esports industry. Historical and cultural implications will be examined from the early days of competitive video gaming, to today's billion dollar industry. Global awareness and diverse cultural viewpoints and trends will be studied as they relate to the Esports industry. This course will introduce students to the numerous business opportunities to work and grow in the dynamic Esports industry. Prerequisites: None.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

General Technology (GTC)

GTC298AC **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

Geography (GCU, GPH)

GCU121WG **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, Asia, North Africa / Middle East, Sub-Saharan Africa, Oceania, Latin America and Anglo America. Prerequisites: None.

GPH113 **4 Credits**

Physical Geography: Atmosphere, Lithosphere, Water, and Hazards

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 / ecosystems, landform processes; mountain building and erosion by rivers, glaciers, waves, wind, and using various topographic mapping data. Prerequisites: None.

GPH212 **3 Credits**

Introduction to Meteorology I

Atmospheric processes and elements. General and local circulation, heat exchange and atmospheric moisture. Prerequisites: None.

GPH213 **3 Credits**

Climate and Weather

Study of atmospheric phenomena over periods of time measured in months, years or longer. Includes average weather conditions, infrequent and unusual types of weather, and the influence of weather on the cultural and human landscape. Prerequisites: None.

Geology (GLG)

GLG101 **3 Credits**

Physical Geology: Dynamic Earth Lecture

Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Prerequisites: None. Course Notes: Students may receive credit for only one of the following: GLG101 or GLG101IN.

GLG101 & GLG103 are: SUN# GLG1101

GLG103 **1 Credit**

Physical Geology: Dynamic Earth Lab

Includes practical experience in rock and mineral identification, topographic maps, and applied problems in geology. Prerequisites: None. Course Notes: May accompany GLG101. Students may receive credit for only one of the following: GLG103 or GLG101IN.

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. Course Notes: Students may receive credit for only one of the following: GLG110 or GLG110IN.

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. Students may receive credit for only one of the following: GLG111 or GLG110IN.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 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.

Greek (GRK)

GRK101* **4 Credits**

Elementary Classical Greek II

Introduction to the basic grammar and vocabulary of Ancient Greek. Includes introductory study of Ancient Greek culture. Practice reading and translating Ancient Greek as well as basic translation of English to Ancient Greek. Prerequisites: None.

GRK102* **4 Credits**

Elementary Classical Greek I

Continued study of the grammar and vocabulary of Ancient Greek and Ancient Greek culture. Emphasis on reading and translating Ancient Greek to English, culminating in the reading of unadapted ancient texts. Prerequisites: A grade of C or better in GRK101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Health Related (HCC, HCR, HES)

HCC109 **0.5 Credit**

CPR for Health Care Provider

Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defibrillation and resuscitation equipment. Prerequisites: None.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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

Examines health-related behaviors and issues associated with a modern lifestyle. Explores current topics of interest related to mental, physical, social and environmental health such as stress management, nutrition, and fitness. Identifies and evaluates personal and community strategies to promote an optimal lifestyle. Prerequisites: None.

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 the history of the Western world from the emergence of Western civilization in the Middle Ages to the start of the French Revolution. Prerequisites: None.

HIS102 **3 Credits**

History of Western Civilization 1789 to Present

Survey of the history of the Western world from the French Revolution to the present. Prerequisites: None.

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 SUN HIS1132 **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 history of Arizona covering the Native American experience, Spanish colonial times, the Mexican national period, the U.S. federal territorial years, and its political and economic developments as a state. Prerequisites: None.

HIS110 SUN HIS1100 **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 SUN HIS1111 **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 major forces that shaped the history of Mexico and its culturally diverse communities from pre-Columbian times to the present. Also examines how these historical forces continue to shape contemporary Mexican society and its place within the world. Prerequisites: None.

HIS203* **3 Credits**

African-American History to 1865

History and cultural heritage of African-Americans from ancestral origins in Ancient Africa through the experience of chattel slavery in the Americas to eventual emancipation and participation in the American Civil War. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

HIS204* **3 Credits**

African-American History 1865 to Present

The multifaceted history and cultural heritage of African-American communities since the Civil War, presented within the broader context of U.S. history. This course explores the social, economic, political, and cultural history of African-American communities, including the historical and cultural impacts of slavery and discrimination, and the collective struggle for freedom, equality, and self-determination throughout U.S. history. 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.

Humanities (HUM)

HUM101* **3 Credits**

General Humanities

A general humanities course concentrating on three great ages of outstanding human achievement: The Golden Age of Greece, the Renaissance and the 20th Century. Prerequisites: None.

HUM108* **3 Credits**

Contemporary Humanities

An exploration of human expression in contemporary arts and sciences. Prerequisites: None.

HUM201 **3 Credits**

Humanities: Universal Themes

Study of worldviews in a variety of historical and contemporary world cultures, including analysis of origin and creation myths, artistic expression, spirituality, and the natural environment. Prerequisites: None.

HUM205 **3 Credits**

Introduction to Cinema

Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

HUM206 **3 Credits**

Introduction to Television Arts

History and development of electronic media and its impact on popular arts. Prerequisites: None.

HUM210 **3 Credits**

Contemporary Cinema

A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.

HUM225 **3 Credits**

Introduction to Popular Culture

Introduction to major topics in the field of popular culture studies. Includes basic theories, methods, and concepts used to analyze popular culture texts and practices. Prerequisites: A grade of C or better in ENG101 or ENG107.

HUM245 **3 Credits**

Introduction to Holocaust Studies

Introduction to essential information about the Holocaust. Provides theological, social and political background to establish contexts of anti-Semitism, especially in 19th and 20th centuries, with particular attention to National Socialist ideologies. Ghetto and camp life, including resistance, are explored. Emphasis is on texts of the Holocaust, including historical documents, participant testimonies, fiction, creative non-fiction, and poetry, much of which involves theological and moral debate. Includes analysis of supplementary visual material and some performing arts. Prerequisites: None. CRE101 or equivalent as indicated by appropriate reading placement recommended but not required.

HUM250 **3 Credits**

Ideas and Values in the Humanities: Early Civilizations to the Renaissance

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: Renaissance to the Contemporary World

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.

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: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: None.

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: None.

Information Technology Security (ITS)

For a list of course descriptions, see Computers.

Information Studies (IFS)

IFS201 **3 Credits**

Information in a Post-Truth World

Develop a critical approach to using information as both a consumer and creator. Explore the impact of culture and worldview on how information is created, shared, understood, and used. Utilize analysis, evaluation, interpretation, and synthesis through substantial writing and/or speaking tasks. 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.

INS150* **3 Credits**

Introduction to Personal Lines Policies

Introduction to personal lines policies. Includes principles of insurance, contracts, and the role of regulation in the insurance industry. Covers various types of personal insurance including property, liability, dwelling, homeowner, and auto insurance in addition to procedures for rating a policy. Prerequisites: Permission of Department or Division.

INS151* **3 Credits**

Introduction to Commercial Property Policies

Introduction to commercial property policies. Includes principles of commercial property, business owner, and commercial insurance for businesses. Covers terminology, forms, and procedures for policy coverages, declarations, exclusions, and endorsements. Prerequisites: Permission of Department or Division.

INS155* **2 Credits**

Fire Product Procedures

Customer service emphasis on fire product procedures. Covers types of coverage, endorsements, discounts, and eligibility in addition to fair access concerns. Also includes procedures for quoting watercraft and homeowner fire coverage and use of state-specific guidelines and procedures. Prerequisites: Permission of Department or Division.

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: A grade of C or better in INS200 or permission of Instructor.

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 and technology tools to determine financial impact to business. Prerequisites: A grade of C of better in INS210.

Japanese (JPN)

JPN101 SUN# JPN1101 **5 Credits**

Elementary Japanese I

Basic grammar, pronunciation, and vocabulary of Japanese. Study of Japanese culture. Development of speaking, listening, reading and writing skills. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

JPN102 SUN# JPN1102 **5 Credits**

Elementary Japanese II

Continued study of basic grammar, pronunciation and vocabulary of Japanese. Study of the Japanese culture. Intensive practice in oral communication and development of reading and writing skills. Prerequisites: 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 SUN# JPN2201 **5 Credits**

Intermediate Japanese I

Expansion of sentence structures through oral/aural practice. Increased emphasis on reading and writing in Japanese and study of Japanese culture. Prerequisites: 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 SUN# JPN2202 **5 Credits**

Intermediate Japanese II

Extensive review of Japanese grammar; development of vocabulary and idiomatic expressions through reading and writing. Continued practice of oral communication skills and study of Japanese culture. Prerequisites: A grade of C or better in JPN201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Japanese Humanities (JPH)

JPH245 **3 Credits**

Traditional and Modern Japanese Culture

Survey of traditional and modern Japanese culture in context. Intellectual, spiritual, and artistic traditions of Japan will be examined with an eye on their popular-culture manifestations. The course, conducted in English, will consist of lectures, discussions, as well as oral and written reports. Prerequisites: None.

Latin (LAT)

LAT101 SUN# LAT1101 **4 Credits**

Elementary Latin I

Introduction to the basic grammar and vocabulary of the Latin language. Practice reading and translating Latin into English. Prerequisites: None.

LAT102 SUN# 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)

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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: LET150.

LET152* **4 Credits**

Tactical Weapons

Practical application of tactical weapons procedures. Emphasis on handgun and rifle techniques in addition to impact weapon targets, use of force, and taser operation. Includes techniques for engaging suspects, advanced simunitions, and high threat vehicle engagement. 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.

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.

LET171* **2 Credits**

Essentials of Team Dynamics and Leadership in Public Safety

Overview of leadership essentials including characteristics and skills for achieving positive team dynamics, organizational goals, and greatness in the public safety sector. Covers techniques for influencing the mindsets and skill sets of teams and tools required to unlock the talent and strengths of their teams. Also covers levels of trust and engagement, facilitating team discussions, and collaboration towards a shared mission and vision. Prerequisites: None.

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 Public Safety

Introduction to leadership in the field of public safety. Covers stages of adult human development, generational differences, and characteristics of effective leaders. Also includes characteristics of leaders, including values, ethics, 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 public safety. 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, ethical considerations, restrictions, and best behaviors of each. Prerequisites: A grade of C or better in LET173.

LET175* **1 Credit**

Public Safety Leadership Capstone

Completion and professional presentation of a capstone project such as a formal staff study or leadership portfolio in the field of public safety, 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* **3 Credits**

Highway Patrol Procedures

Overview of operational and response procedures for highway patrol operations. Covers pursuits, roadblocks, emergency response, and high risk stops in addition to incident command systems. Also includes overview of racially biased policing, sex trafficking indicators, and marijuana field testing. 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

LET183* **1 Credit**

Transportation Law

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.

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.

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.

LET225* **6 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.

LET225AA* **1 Credit**

Criminal Investigations Certification I

Overview of information, strategies, techniques, and resources available to detectives investigating property crimes, sex crimes, forged documents, and death investigations. Prerequisites: Must be a certified police officer or have permission of Department or Division.

LET225AB* **1 Credit**

Criminal Investigations Certification II

Review of laws regarding search and seizure. Updated information regarding new laws as they apply to search and seizure. Prerequisites: Must be a certified police officer or have permission of Department or Division.

LET225AC* **1 Credit**

Criminal Investigations Certification III

The legal framework for admissible confessions and other information gathered through interviews and interrogations. Prepares law enforcement personnel for obtaining confessions and other incriminating information from suspects used in court. Prerequisites: Must be a certified police officer or have permission of Department or Division.

LET225AD* **1 Credit**

Criminal Investigations Certification IV

Emphases on necessity for good reports in criminal investigations. Characteristics of pre-report preparation, preparing the body of the report, and assembling the case report. Process of handling submission of a case report, processing turndowns, and furthers. 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.*

LET225AE* **0.5 Credit**

Criminal Investigations Certification V

Overview of the criminal investigators role in preparing case documents for submittal to the attorney and to prepare for trial. Prerequisites: Must be a certified police officer or have permission of Department or Division.

LET225AF* **0.5 Credit**

Criminal Investigations Certification VI

Various types of electronic evidence and the procedures required to be submitted to the court for prosecution. Prerequisites: Must be a certified police officer or have permission of Department or Division.

LET225AG* **1 Credit**

Criminal Investigations Certification VII

This course is a summative culmination of the investigator courses. Students will assume the investigator's role in a crime scene scenario, securing a crime scene, processing evidence, preparing documentation, and submit a case for trial. Prerequisites: A grade of C or better in LET225AA, LET225AB, LET225AC, LET225AD, LET225AE, and LET225AF.

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.

LET243* **6 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 Law Enforcement personnel or permission of Instructor.

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 and reports. Physical evidence on the roadway and from the vehicle, human factors and reaction times, measurement and calculations emphasized. Also includes felony collision investigation. Prerequisites: Permission of Department or Division.

LET262* **2 Credits**

Active Shooter Procedures

Procedures for response and mitigation of active shooter/active homicide events. Includes policies for decision making, use of appropriate force, tactics for responding to active shooter events, basic structure clearing techniques, and Tactical Combat Casualty Care (TCCC) 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.

** Courses offered through an Educational Partnership and Customized Training program only.*

LET279AB* **4 Credits**

Field Training: Phase II

Field training communication skills. Procedures for interview and interrogation skills, as well as strategies for conflict resolution. Covers standards for effective report writing in addition to requirements for callback, arrest and field reports. Also includes procedures for completing bookings. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division

LET279AC* **5 Credits**

Field Training: Phase III

Continuation of field training. Procedures in arrest of suspects driving under the influence (DUI) and for investigating accidents emphasized. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division.

LET279AD* **4 Credits**

Field Training: Phase IV

Culmination of field training. Self initiated field activity, `On-view` cases emphasized. Integration of recognizing activity that is suspicious in nature or illegal and appropriate action. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division.

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.

MGT180 **3 Credits**

Retail Management

The role of management in retailing and retail performance. Challenges and processes of retail management across various institutions. Prerequisites: None.

MGT229 **3 Credits**

Management and Leadership I

Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.

MGT230 **3 Credits**

Management and Leadership II

Includes practical applications of activities, issues, and problems related to current managerial and supervisory skills and talents. Prerequisites: A grade of C or better in MGT229 or permission of Department or Division.

MGT251 **3 Credits**

Human Relations in Business

Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested but not required.

MGT253 **3 Credits**

Owning and Operating a Small Business

Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.

MGT276 **3 Credits**

Human Resources Management

Human resource planning, staffing, training, compensating, and appraising employees in organizations. Prerequisites: None. MGT101, or MGT175, or MGT229 suggested but not required. Course Notes: MGT101 or MGT175 or MGT229 suggested but not required.

MGT286 **3 Credits**

Human Resource Employment Management

Techniques and methodology for coordinating and monitoring effective employment selection practices. Includes description of employment functions, staffing analysis, employment recruitment and advertising, applicant screening, interviewing and reference checking, employee selection and placement within a human resources division. Prerequisites: A grade of C or better in MGT276 or permission of Department or Division.

Marketing (MKT)

MKT110 **3 Credits**

Marketing and Social Networking

Theory and practice in the use of social media in marketing. Topics may include a history of social media, preparation for social marketing, the power of collective influence, and how to engage with social media. Reviews social mediums, social networks, platforms and other marketing tools used to create a social media campaigns. Prerequisites: None.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

Mathematics (MAT)

MAT103 **3 Credits**

College Mathematics Prep

Foundational knowledge of topics necessary for success in College Mathematics. Emphasis on understanding mathematical concepts and their applications. Topics include number sense, proportional reasoning, numerical and algebraic expressions, linear equations, and representations of data. Prerequisites: None. Course Notes: MAT103 students may receive credit for only one of the following: (MAT052 and MAT053 and MAT055) or MAT103. This course is designed for students that do not qualify for MAT141 or MAT142, but intend to complete MAT14+ College Mathematics for their degree path. This course covers topics from basic arithmetic and introductory algebra.

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: None.

MAT114 **4 Credits**

College Algebra Prep

Proper use of function notation, average rate of change of functions, and evaluating arithmetic and algebraic expressions. Analysis of linear and quadratic equations, and their applications; graphs of linear and quadratic functions; operations on polynomial expressions. Prerequisites: None. Course Notes: MAT114 students may receive credit for only one of the following: MAT114, OR MAT115.

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 SUN# MAT1142 **3 Credits**

College Mathematics

Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics. Prerequisites: An appropriate District placement, or a grade of C or better in (MAT052, MAT053, and MAT055), or (MAT055, MAT056, and MAT057), or MAT09+, or MAT103, or MAT114, or MAT115, or MAT12+. Course Notes: MAT142 students may receive credit for only one of the following: MAT140, MAT141, MAT142, MAT145, or MAT146. Students do not need to take all MAT classes in numerical order; please consult with an advisor for the appropriate math sequence for student educational goals.

MAT145 SUN# MAT1142 **5 Credits**

College Mathematics with Review

Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics, along with review of arithmetic and introductory algebra, as needed. Prerequisites: None. Course Notes: MAT145 students may receive credit for only one of the following: MAT140, MAT141, MAT142, MAT145, or MAT146. This course is designed for students that do not qualify for MAT141 or MAT142, but intend to complete MAT14+ College Mathematics for their degree path. Review of Basic Arithmetic and Introductory Algebra as needed.

MAT150 SUN# MAT1151 **5 Credits**

College Algebra/Functions

Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.

MAT151 SUN# MAT1151 **4 Credits**

College Algebra/Functions

Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.

** Courses offered through an Educational Partnership and Customized Training program only.*

MAT152 SUN# MAT1151 **3 Credits**

College Algebra/Functions

Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.

MAT155 SUN# MAT1151 **5 Credits**

College Algebra/Functions with Review

Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. Prerequisites: A grade of C or better in (MAT055, MAT056, and MAT057), or MAT09+, or MAT114, or MAT115, or an appropriate district placement for MAT120 or MAT121 or MAT122, or permission of Department/Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156. This course is designed for students that do not qualify for MAT150 or MAT151 or MAT152, but intend to complete MAT15+ College Algebra for their degree path. Review of MAT12+ Intermediate Algebra as needed.

MAT156 SUN# MAT1151 **6 Credits**

College Algebra/Functions with Review

Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems, along with review of intermediate algebra, as needed. Prerequisites: A grade of C or better in each of the following: (MAT055, MAT056, and MAT057), OR MAT09+ or MAT114 or MAT115, OR an appropriate district placement for MAT120 or MAT121 or MAT122, OR permission of Department or Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156. This course is designed for students that do not qualify for MAT150 or MAT151 or MAT152, but intend to complete MAT15+ College Algebra for their degree path. Review of MAT12+ Intermediate Algebra as needed.

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 MAT188), 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: Grade of C or better in MAT150 or MAT151 or MAT152 or equivalent or concurrent registration in MAT150 or MAT151 MAT152 or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT182 or MAT187 .

MAT187 SUN# MAT1187 **5 Credits**

Precalculus

Topics in algebra and trigonometry in preparation for calculus. Prerequisites: A grade of C or better in MAT 15+, OR an appropriate district placement. Course Notes: Students may receive credit for only one of the following: MAT182 OR MAT187, or MAT188.

MAT188 SUN# MAT1187 **4 Credits**

Precalculus

Topics in algebra and trigonometry in preparation for calculus. Prerequisites: A grade of C or better in MAT 15+, OR an appropriate district placement. Course Notes: Students may receive credit for only one of the following: MAT182 OR MAT187 OR MAT188.

MAT206 SUN# MAT1160 **3 Credits**

Elements of Statistics

Basic concepts and applications of statistics, including data description, estimation and hypothesis tests. Prerequisites: A grade of C or better in MAT14+, or MAT15+, or MAT187, or MAT188, or equivalent, or an appropriate District placement, or permission of Department/Division Chair.

MAT212 SUN# MAT2212 **3 Credits**

Brief Calculus

Introduction to the theory, techniques and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: A grade of C or better in MAT15+, or MAT187, or MAT188, or an appropriate District placement. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

** Courses offered through an Educational Partnership and Customized Training program only.*

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: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221. Course Notes: Students may receive credit for only one of the following: MAT217 or MAT218.

MAT220* SUN# MAT2220 **5 Credits**

Calculus with Analytic Geometry I

Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: A grade of C or better in MAT187, or an appropriate District placement. Course Notes: Students may receive credit for only one of the following: MAT220 OR MAT221.

MAT221 SUN# MAT2220 **4 Credits**

Calculus with Analytic Geometry I

Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: A grade of C or better in MAT187, or an appropriate District placement. Course Notes: Student may receive credit for only one of the following: MAT220 or MAT221.

MAT225 **3 Credits**

Elementary Linear Algebra

Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: A grade of C or better in MAT212 or MAT213 or MAT220 or MAT221, or equivalent.

MAT227 **3 Credits**

Discrete Mathematical Structures

Course emphasizes discrete mathematics connections to computer science by exposing students to foundational concepts of set theory, logic, counting, induction, proof techniques, graph theory, and algorithms. Prerequisites: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221, or permission of Department/Division Chair.

MAT231 SUN# MAT2230 **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: A grade of C or better in MAT220 or MAT221 or equivalent. Course Notes: Student may receive credit for only one of the following: MAT230 or MAT231.

MAT241 SUN# MAT2241 **4 Credits**

Calculus with Analytic Geometry III

Multivariate calculus including vectors, vector- valued functions, partial differentiation, multiple integration and an introduction to vector fields. Prerequisites: Grade of "C" or better in MAT230 or MAT231. Course Notes: Student may receive credit for only one of the following: MAT240 or MAT241.

MAT256 **4 Credits**

Investigating Quantity: Number, Operations and Numeration Systems

Explore number, numeration systems and operations on numbers. Techniques of problem solving with an emphasis on exploring a variety of strategies. Use a variety of visualization techniques to develop a conceptual understanding of these topics. Prerequisites: A grade of C or better in (MAT15+ or higher), or (MAT12+ and MAT14+), or [MAT14+ and (MAT114 or MAT115)], or (MAT14+ and an appropriate District placement into MAT150, MAT151, or MAT152), or permission of Department/Division Chair.

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 Department/Division Chair. Course Notes: MAT257 is designed to meet the requirements for prospective elementary education teachers.

MAT276 SUN# MAT2262 **4 Credits**

Modern Differential Equations

Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department/Division Chair.

MAT277* **3 Credits**

Modern Differential Equations

Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department/Division Chair.

Micro and Nano Technology (MNT)

MNT110 **3 Credits**

Nanotechnology: What It Is and Why It Matters

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: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

MNT112 **3 Credits**

Semiconductor Industry Overview

Provides an overview of the semiconductor industry and the manufacturing process, including raw materials to finished products. Covers key events, various career paths, and types of skills and qualifications. Emphasis on quality control standards, environmental and ethical considerations, economic and political impacts, and future trends. Prerequisites: None.

MNT115 **3 Credits**

Semiconductor Manufacturing Processes

Covers semiconductor manufacturing principles and processes, including MEMS, materials, safety, equipment, and strategies for maintaining contaminant-free manufacturing environments. Prerequisites: None.

MNT119 **1 Credit**

Introduction to Vacuum Technology

Equips technicians with essential knowledge and skills in vacuum technology critical to semiconductor manufacturing. Prerequisites: None.

MNT120 **3 Credits**

Introduction to Microelectromechanical Systems (MEMS)

Overview of fundamentals of the scientific principles, processing, and applications of microelectromechanical systems (MEMS). 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.

MNT130 **4 Credits**

Introduction to Light and Lasers

Introduces the fundamentals of light, optics, and lasers. Covers the nature and properties of light (such as energy, amplitude, wavelength, frequency, period, phase, propagation). Addresses geometrical optics (reflection, diffraction, imaging, thin lens formula, lens maker's equation), wave optics (interference, diffraction, polarization), and the basic principles and practical applications of lasers. Covers optical handling and positioning, light sources, laser classifications and safety. Contributes to knowledge and skills required for the Photonics Technician Operator certification exam. Prerequisites: A grade of C or better in MAT114, or MAT115, or MAT12+, or MAT15+ or higher, OR an appropriate district placement for MAT15+ or higher, OR permission of Instructor or Department/Division Chair.

MNT140 **1 Credit**

Careers and Professional Skills in Nanotechnology

Introduction to professional skills unique to the field of nanotechnology fabrication. Emphasis on teamwork, problem solving, cultural diversity in the workplace, communication, and continuous professional development. Prerequisites: None.

MNT201 **3 Credits**

Materials, Safety, and Equipment for Nanotechnology

Safety procedures and equipment used in the micro and nanotechnology industries. 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.

MNT215 **3 Credits**

Micro and Nano Fabrication Tools and Techniques

Introduction to basic micro and nanotechnology tools and 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. Aligned with materials, synthesis, and processing standards recognized by ASTM International. Prerequisites: None.

MNT225 **3 Credits**

Material Properties and Effects of Size

Examination of materials used in the field of nanotechnology. Covers nanoparticles, oxides, and dielectric materials selection and modification. Also includes biocompatibility and applications for macroscale surfaces and interfaces. Prerequisites: A grade of C or better in MNT201 or permission of Instructor. Course Notes: MNT225 aligns with the Standard Guide for Nanotechnology Workforce Education in Materials Properties and Effects of Size established by ASTM International.

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.

MNT235 **3 Credits**

Nanotechnology Characterization Tools and Techniques

Overview of characterization tools and techniques for nanotechnology structures and materials. Includes procedures for light, physical, and electron beam characterization. Also includes tools and processes for advanced Scanning Probe Microscopy (SPM) and surface analysis. Aligns with ASTM Nano-Characterization standards and its exam. Additional applications enable students to prepare for certification examinations. Prerequisites: A grade of C or better in MNT201 or permission of Instructor.

** Courses offered through an Educational Partnership and Customized Training program only.*

MNT245 **3 Credits**

Advanced Topics in Light and Lasers

Advanced principles and applications of light and lasers. Addresses Photonic Integrated Circuits (PIC) concepts, materials, fabrication technologies, and applications. Describes silicon PIC and III-V semiconductor devices in addition to completion of applicable calculations. Addresses lasers and PICs in diverse applications in telecommunications, data servers, health and medical, and other fields. Prerequisites: A grade of C or better in MNT130, or OPT105, or permission of Instructor. MAT182 is recommended but not required.

Microsoft Technology (MST)

For a list of course descriptions, see Computers.

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)

MUP127* **2 Credits**

Class Guitar I

Emphasis on note-reading and folk-style harmonic accompaniment. Includes finger-style playing. Stresses development of efficient practice techniques and proper sitting and hand positions. Prerequisites: None.

MUP130* **1 Credit**

Introduction to Class Piano

Basic introduction to piano techniques and fundamentals of music including hand position, sight-reading of both melodic and harmonic materials, and the introduction of scale patterns. 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.

MUP231* **1 Credit**

Class Piano III

Development of intermediate piano techniques including selected solo literature, transposition of harmonic patterns, and secondary dominants. Prerequisites: A grade of C or better in MUP132 or permission of Instructor.

MUP232* **1 Credit**

Class Piano IV

Continuation of Piano III including modulation techniques, improvisation of piano accompaniments, advanced chromatic harmony, and sight reading of advanced literature. Prerequisites: A grade of C or better in MUP231 or permission of Instructor

Office Automation Systems (OAS)

OAS107* **1 Credit**

Professional Telephone Techniques

Proper telephone techniques and professional business manners Prerequisites: None.

Paralegal Studies (PAR)

PAR101 **3 Credits**

Introduction to the Paralegal Profession

Comprehensive introduction into the legal profession with a focus on the paralegal`s role. Introduction into legal terminology, basic legal principles, and the parties involved in the legal system. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

PAR102 **3 Credits**

Paralegal Research, Analysis, and Writing I

Introduction into legal research, analysis and writing. Covers legal research binding, persuasive authority, and use of legal citation. Includes components and use of case law and briefs in addition to use of secondary sources and digests. Also covers electronic legal research and research plans. Prerequisites: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment), or permission of Program Director.

PAR103 **3 Credits**

Paralegal Research, Analysis, and Writing II

Advanced legal writing and research. Analysis and application of the writing process to produce well-written documents commonly used in the practice of law. Covers various types of legal writing, including memorandum of law, persuasive writing, and legal correspondence. The use of proper grammar, punctuation, and spelling in the construction of sentences and the development of paragraphs. Prerequisites: A grade of C or better in PAR102, or permission of Program Director.

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, or permission of Program Director.

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 PAR102, or permission of Program Director.

PAR112 **3 Credits**

Civil Litigation I

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), or permission of Program Director.

PAR114 **3 Credits**

Civil Litigation II

Civil litigation responsibilities of the paralegal in the areas of discovery, depositions, pretrial, and post-trial 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 PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 PAR103 and PAR114, or permission of Program Director.

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: A grade of C or better in PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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 PAR103 and PAR112, or permission of Program Director.

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: A grade of C or better in PAR114.

PAR260 **1 Credit**

Legal Career Preparation

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 PAR114.

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.

PHI105 SUN# PHI1105 **3 Credits**

Introduction to Ethics

A survey of ethical theory in Western Philosophy, including the major normative theories and selected metaethical theories. Prerequisites: None.

PHI213 **3 Credits**

Medical and Bio-Ethics

A philosophical consideration of moral problems that arise in relation to medicine and biology, e.g., death, patient's rights and biological experimentation. 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)

PED101YG **1 Credit**

Gentle Yoga

Focuses on the use of such props as blankets, blocks, and chairs to modify traditional Yoga poses, enabling participation with moderate effort and without strain; suitable for all levels but especially for students needing a slower pace. Prerequisites: None. Course Notes: PED101YG may be repeated for credit.

PED101YH **1 Credit**

Hatha Yoga

Combination of traditional and flow style yoga that utilizes breathing, yoga poses, relaxation and meditation to create balance and inner peace. Prerequisites: None. Course Notes: PED101YH may be repeated for credit.

PED101YP **1 Credit**

Power Yoga

Yoga postures performed in a dynamic series designed to gain strength, add flexibility, release toxins, This is a vigorous, athletic form of yoga. Prerequisites: None. Course Notes: PED101YP may be repeated for credit.

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.

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 higher level mathematics course or eligibility for MAT120 or higher as indicated by appropriate placement. Course Notes: Students may receive credit for only one of the following: PHY101 or PHY101AA.

PHY111 SUN# PHY1111 **4 Credits**

General Physics I

Includes motion, energy, and properties of matter. Prerequisites: A grade of C or better in MAT182 or MAT187 or MAT188 or MAT220 or MAT221 or eligibility for MAT220 as indicated by appropriate placement or one year high school Trigonometry with a grade of C or better or permission of Department or Division. Course Notes: PHY111 is recommended for preprofessional and suggested for certain other majors. Students may receive credit for only one of the following: PHY111 or PHY111AA.

PHY112 SUN# PHY1112 **4 Credits**

General Physics II

Includes electricity, electromagnetism, and modern physics. Prerequisites: A grade of C or better in PHY111.

Political Science (POS)

POS110 SUN# POS1110 **3 Credits**

American National Government

Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

POS140 SUN# POS2204 **3 Credits**

Comparative Government

Overview and evaluation of the sub-field of comparative politics. Covers various national governments from around the world: their structure, system, method of governance. Examines methods of assessing these governments. Prerequisites: None.

POS210 **3 Credits**

Political Ideologies

Leading political ideas and belief systems, e.g., Marxism, liberalism, conservatism, theories of democracy, and alternative futures. 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. Course Notes: Students may receive credit for only one of the following: POS220 OR (POS221 and POS222).

POS221 **1 Credit**

Arizona Constitution

Examination of the Constitution of the State of Arizona. Prerequisites: None. Course Notes: Course content is equivalent to partial competencies from POS220. Students may receive credit for only one of the following: POS220 OR (POS221 and POS222).

POS222 **2 Credits**

U.S. Constitution

Examination of the United States Constitution. Prerequisites: None. Course Notes: Course content is equivalent to partial competencies from POS220. Students may receive credit for only one of the following: POS220 OR (POS221 and POS222).

** Courses offered through an Educational Partnership and Customized Training program only.*

Precision Optics (OPT)

OPT105 **3 Credits**

Introduction to Precision Optics

A historical overview of precision optics and scientific development. Covers optics application and the manufacturing process including machinery, tools, and systems. Examines fundamental principles, characteristics and design of optical components including geometrical optics, wave optics, metrology, fiber optics, photonics, aberration theory, optical phenomena, and optical illusions. Professional career paths in the optics industry also explored. Prerequisites: None.

OPT107 **3 Credits**

Precision Optics and Mathematical Concepts

Precision optics and mathematical concepts. Covers basic 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. Addresses geometrical optics (reflection, diffraction, imaging, thin lens formula, lens maker's equation), wave optics (interference, diffraction, polarization), and the basic principles and practical applications of lasers. Covers optical handling and positioning, light sources, laser classifications and safety. Prerequisites: None.

Psychology (PSY)

PSY101 SUN# PSY1101 **3 Credits**

Introduction to Psychology

Overview of the methods, concepts, and applications of psychological science. Includes an introduction to key domains of psychology: Biological, Cognitive, Developmental, Social and Personality, and Mental and Physical Health. 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.

PSY157 **3 Credits**

African/Black Psychology

Historical overview of the development of Black Psychology and the African-American frame of reference. Includes topics such as family, psychological assessment, mental health, male/female relationships, personality and community development as well as educational, ethical and contemporary issues. Critical examination of psycho-cultural forces which have helped to shape and determine the unique thought, styles, behavior of African-Americans and to gain a greater appreciation of the theories, research, writings, and activities of Black Psychologists. Prerequisites: None.

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 eligibility for MAT14+ or higher as indicated by appropriate district mathematics placement) or permission of Instructor.

PSY230WL **4 Credits**

Introduction to Statistics with Lab

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, use of statistical software, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: A grade of C or better in (PSY101 and eligibility for MAT14+ or higher as indicated by appropriate district mathematics placement) or permission of Instructor. Course Notes: Student may receive credit for only one (1) of the following courses: PSY230 or PSY230WL.

PSY231 **1 Credit**

Laboratory for Statistics

Applications of inferential and descriptive statistics to computers in the field of psychology. Prerequisites: None. Corequisites: PSY230.

PSY240 **3 Credits**

Developmental Psychology

Human development from conception through death. Includes biological, physical, cognitive, emotional, and sociocultural development across various ages. Prerequisites: A grade of C or better in PSY101 or permission of Instructor. Course Notes: Recommended for students majoring in nursing, education, behavioral, pre-med, and psychology.

** Courses offered through an Educational Partnership and Customized Training program only.*

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**

Psychological Disorders

Distinguishes between healthy psychological functioning and psychological disorders. Includes topics in psychopathology such as problems with anxiety and depression, eating disorders, substance-use, schizophrenia, sexuality, and personality. Also covers causes and treatments of psychological disorders. Prerequisites: A grade of C or better in PSY101 or permission of Instructor.

PSY270 **3 Credits**

Personal and Social Adjustment

Surveys the basic mental health principles as they relate to coping with stress, interpersonal relationships, sex, marriage, and working. Emphasis on learning to become a more competent and effective person. Prerequisites: PSY101 with a grade of "C" or better, or permission of Instructor.

PSY290AB SUN # PSY2290 **4 Credits**

Research Methods

Planning, execution, analysis, and written reporting of psychological research using American Psychological Association guidelines (APA). Critical review of literature and methods 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.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

Public Safety Administration (PSA)

PSA301 **3 Credits**

Foundations of Public Safety Administration

Foundation in the principles and study of public safety administration including legal, political, and social factors. Overview of organizational theory and management, human capital management, resource management, leadership, and ethics that guide administration of diverse public safety organizations. Prerequisites: None.

PSA305 **3 Credits**

Communication Strategies for Public Safety Professionals

Overview of communication and public relations for public safety professionals. Topics include organization's internal and external environment and identifying and addressing public relations situations that emerge in these environments including the use of social media and other news media channels. Emphasis on developing, implementing, and evaluating public relations plans and strategies. Prerequisites: A grade of C or better in [(COM100, or COM110, or COM230, or COM225) and (ENG102 or ENG108)] or permission of Program Director or Department/Division

PSA310 **4 Credits**

Research Methods for Public Safety Administration

Overview of research methods and presentation of research results for public safety administration. Introduction to quantitative and qualitative methods including statistics for conducting and analyzing discipline-specific research within the fields of public safety. Prerequisites: A grade of C or better in [(ENG102 or ENG108), and (MAT14+, or MAT15+, or equivalent), and [MAT206, or PSY230, or (PSY230 and PSY231), or PSY230WL]], or permission of Instructor or Program Director or Department/Division Chair.

PSA315 **3 Credits**

Public Policy and Public Safety Organizations

Overview of public policy as it relates to the administration and management of public safety organizations. Topics include the political environment, laws and regulations, and the interrelationship among law, regulations, budget and finance, and public policy. Focus on current issues surrounding public administration and bureaucracy, as well as how public constituencies can affect public policy decision-making. Prerequisites: A grade of C or better in [PAD100 and (ENG102 or ENG108)], or permission of Instructor or Program Director or Department/Division Chair.

PSA320 **3 Credits**

Human Capital Management for Public Safety Organizations

Examination of the role and functions of human capital management in public safety organizations including recruitment, hiring, retention, and training. Focus on the impact and intersections of strategic planning, employee benefits and compensation, personnel issues, performance management, employment laws, labor relations, and responding to internal and external inquiries as it relates to the administration of public safety organizations. Prerequisites: None.

PSA401 **3 Credits**

Public Safety Leadership

Examines the nature and roles of leadership in public safety, including concepts of organizational culture, leadership principles, and management strategies unique to public safety organizations. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

PSA405 **3 Credits**

Public Safety Finance and Budget

Overview of the public finance system at all levels of government as it relates to the development of a budget for a public safety department. Topics include state and local budget process, revenue and funding sources involving taxes and revenue forecasting, as well as capital planning, projects, and budgets related to public safety. The course will consider alternative sources of public safety funding available to local government entities and stewardship of funds. Prerequisites: None.

PSA410 **3 Credits**

Program Planning and Evaluation for Public Safety Organizations

Focus on knowledge and skills required of public safety leaders in strategic planning for the design, development, implementation, and evaluation of social intervention initiatives related to public safety, health, and disaster management. Exploration of theories related to public services considered in the development of programs, the application of evaluation findings, and prioritization of community concerns and resources. Prerequisites: A grade of C or better in PSA310 or permission of Instructor or Program Director or Department/Division Chair.

PSA439 **3 Credits**

Critical Incident Management for Public Safety Professionals

In-depth examination of the process of critical incident management for supervisors, encompassing a variety of events that impact public safety organizations. Focus on the four phases of emergency management in relation to critical incident management. Prerequisites: A grade of C or better in (AJS/FSC147 and AJS/FSC148), or permission of Program Director or Department/Division Chair. Prerequisites or Corequisites: AJS/FSC149 or permission of Program Director or Department/Division Chair.

PSA449 **3 Credits**

Strategic Hazard Mitigation

In-depth examination of the process of strategic hazard mitigation for supervisors, encompassing a variety of events that impact Public Safety Organizations. Focus on mitigation planning to address community risks and vulnerabilities including the stakeholders involved and strategies employed to improve community resilience. Prerequisites: A grade of C or better in PSA439 or permission of Program Director or Department/Division Chair.

PSA450 **3 Credits**

21st Century Public Safety Practices

Examination of emerging trends in public safety administration and organizational responsiveness through policy and practice. Topics include an overview of public safety administration, components of ethical leadership, sustainable and evolving practices, internal and external influences on policy, technology, effective data collection, and strategic planning to address societal and cultural changes in the community and workforce. Prerequisites: None.

PSA460 **3 Credits**

Crime Scene Coordination for Public Safety Professionals

Overview of the crime scene logistics needed to effectively coordinate the work of law enforcement officers, police dispatch, forensic science services personnel, emergency medical personnel, and others present during crime scene investigations. Prerequisites: A grade of C or better in AJS275, or LET225, or permission of Program Director or Department/Division Chair.

PSA470 **3 Credits**

Administrative Law for Public Safety Professionals

Introduction to the basic principles of administrative law for public safety professionals including the structure of federal, state, and local administrative institutions. Topics include the sources of law for administrative agencies, the basic procedures for administrative rulemaking, adjudication, and compliance, as well as judicial review of agency action. Prerequisites: None.

PSA490 **3 Credits**

Public Safety Administration Capstone

Completion of a professional project within the field of public safety administration applying concepts covered throughout the program. Students will demonstrate the steps for issue identification, related research, analysis, and presentation of information. Project topics will follow an instructor approval process. Prerequisites: Permission of Program Director or Department/Division Chair.

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 relevant to current issues in visual and performing arts. 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 (RDG100, or RDG100LL, or RDG111, or RDG112, or RDG113)], or a grade of B or better in ALT100, or an appropriate district placement, or permission of Instructor. Course Notes: Students may only receive credit for one of the following: CRE101, CRE101AT, CRE101BM, CRE101BS, CRE101CS, CRE101CT, CRE101ED, CRE101HS, CRE101SM, CRE101VA.

** 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 ALT100, or ESL202, or appropriate reading placement, 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.

RDG100AA **1 Credit**

Successful College Reading - Organizing for Success

Includes goal setting, time management, college orientation, reading content materials. Emphasis on organizational skills and strategies for any introductory class in any subject area. Introduction to Learning Management System (LMS), how to organize and manage college reading assignments, and how to navigate information literacy using campus resources. Prerequisites: None..

RDG100AB **1 Credit**

Successful College Reading - Notetaking and Studying for Success

Emphasis on reading study and notetaking techniques applicable to any introductory class in any subject area. Includes effective use of textbooks, notetaking, and development of academic vocabulary. Prerequisites: None.

RDG100AC **1 Credit**

Successful College Reading - Taking College Exams with Success

Emphasis on successful lecture notetaking and synthesis of information, studying skills and strategies, types of exams, and exam taking strategies for success in any college introductory class. Prerequisites: None..

Real Estate (REA)

REA179 **3 Credits**

Real Estate Principles I

Basics of real estate principles including introduction to the profession and license law, definition of real property, legal descriptions, rights and interests in property, ownership, contracts, title transfer and escrow procedures. Also covers an introduction to water rights and environmental hazards as well as procedures for various real estate calculations. Prerequisites: None.

REA180 **3 Credits**

Real Estate Principles II

Advanced work in real estate including governmental restrictions and limitations, property management, insurance and warranties, appraisal procedures, financing and loan security instruments. Also covers Deed of Trust foreclosure options and consumer protection provisions. Prerequisites: None.

REA201 **6 Credits**

Real Estate Principles I and II

Comprehensive survey of real estate principles to include careers in real estate, nature and description of real estate, rights and interests in land, forms of real property ownership, forms of business organization, methods of title transfer, title search and insurance, contract law, real estate sales contracts, mortgage and notes payable, deeds of trust, lending practices, loans and consumer rights, sources of financing real estate loans, types of financing instruments, real property taxes and assessments, title closing, escrow and settlement procedures, property management and real estate leases, real estate appraisal, state licensing laws and professional affiliations, real estate brokerage, real estate agency, fair housing and equal credit laws, types of residential real estate, real property insurance, land use control, economics of real estate, and investment considerations. Prerequisites: None.

REA290AH **0.5 Credit**

Real Estate Seminar: Contract Writing

Contract writing skills, techniques, and requirements. Writing of basic real estate contracts, including purchase offers, counter offers, sales listing agreements, and riders. Prerequisites: None.

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.

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.

Recreation Program Management (RPM)

RPM150AB **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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

REL270 **3 Credits**

Introduction to Christianity

The nature and content of the Christian tradition developed over time, with overview of the New Testament, major historical trends and figures, major Christian ideas and practices, and survey of denominations 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.

Small Business Management (SBS)

SBS200 **2 Credits**

Small Business Operations

In-depth analysis of and individual plan development for the day-to-day problems encountered in the operation of a small business. Includes the development of an individual business operations plan including finance, purchasing, production scheduling, maintenance, shipping/receiving, personnel management and insurance/risk management requirements. Investigation of daily problems related to inventory control and business expansion. Prerequisites: None.

SBS202 **1 Credit**

Small Business Bookkeeping and Tax Preparation

Introduces accounting and recordkeeping with emphasis on practical use of financial data 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 preparation for small business owners. Designed for the non-financially oriented owner/manager of a small business. Prerequisites: None.

SBS203 **1 Credit**

Financing and Cash Management For a Small Business

Planning for and meeting the financial needs of the small business including cash flow planning, identification of financial needs and sources, equity and debt financing, and preparation of loan packages. Participants complete a financial plan for their individual company, with emphasis on cost controls, sales revenue projection, expense allocation, and inventory cost control. Day-to-day operational budgeting also included. Prerequisites: None.

SBS204 **2 Credits**

Small Business Marketing and Advertising

Introduction to marketing and advertising strategies and methods including business image, target market analysis, and customer buying behavior profile. Analysis and selection of advertising/business promotion methods and timing. Methods of deciding product and market segment focus included. Design of an individual marketing and advertising/promotion plan. Prerequisites: None.

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.

SBS216 **2 Credits**

Planning for a Small Business

Relates business management issues to a specific small business through development of an individual study plan. Provides on-site review of business operation by trained instructor. Prerequisites: A grade of C or better in (SBS200 and SBS204) or SBS220 or permission of Instructor.

SBS217 **1 Credit**

Starting/Managing a Home Business

Analysis of the successful operation of a home-based business. Includes study of economic feasibility, practicality, and adjustments for the family. Analysis of the advantages/disadvantages of operating a home based business, versus a storefront business. Review of current trends in home business opportunities and franchises. Descriptions of home businesses that have succeeded in local, national, and international markets. Prerequisites: None

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

Social Work (SWU)

SWU171 **2 Credits**

Introduction to Social Work

Analysis of contemporary social welfare services and professional social work. Prerequisites: None.

SWU291 **3 Credits**

Social Service Delivery Systems

Purposes, structures, and delivery systems of human service agencies. Includes 40 hours of volunteer experience in local human service agencies. Prerequisites: A grade of C or better in SWU171, or permission of Department or Division or Corequisites: SWU171.

SWU295 **3 Credits**

Foundations of Social Work Practice

Introduction to professional helper communication skills with respect to cross-cultural practice and diversity issues, in a social work setting. Prerequisties: None. SWU171 suggested but not required.

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 SUNY 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.

SOC110 **3 Credits**

Drugs and Society

Provides an introduction to the sociological study of legal and illicit drugs, including their use, misuse, abuse, dependency, and addiction. Examines the history and classification of drug use. Reviews theories and research relating to the causes and consequences of drug use and drug culture. Explores the demographics, patterns and cultural determinants of drug use to understand the individual, group and societal impact of drugs. Considers societal and governmental responses to drug use, including treatment, prevention, and policy. 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 sociological exploration of the way culture shapes and defines gender in contemporary U.S. society. Major emphasis on gender roles, gender stereotypes, power and the relationship between gender and other intersecting social identities such as race, ethnicity, class, and sexual identity. Prerequisites: None.

SOC241 SUNY 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.

SOC245 **3 Credits**

Social Deviance

This course explores the social construction of deviance and deviant behavior, with an emphasis on the connections between deviant behavior, societal reactions, and social control. Various forms of deviant behavior, theoretical perspectives, concepts, and methods used by sociologists to describe and explain deviance and conformity are examined. Prerequisites: None.

** Courses offered through an Educational Partnership and Customized Training program only.*

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 permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA111* **4 Credits**

Fundamentals of Spanish

Accelerated study of elementary Spanish for students with previous Spanish coursework. Includes basic Spanish grammar, pronunciation, vocabulary and the study of the Spanish- speaking cultures. Emphasis on speaking, listening, reading, and writing skills. Prerequisites: A grade of C or better in SPA101, or SPA115, 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 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.

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 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 SPA116, 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.

SPA236* **3 Credits**

Advanced Spanish Conversation II

Further development of skills in conversational fluency. Grammar presented only to clarify student errors. Prerequisites: A grade of C or better in SPA235 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA265* **3 Credits**

Advanced Spanish I

Introduction and study of Spanish and Spanish-American literature. Selected readings from most Spanish-speaking countries. All discussions, oral reports, and written assignments are in Spanish. Prerequisites: 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.

SPA298AA* **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.

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.

Special Education (SPE)

SPE341 **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 augmentative and alternative communication tools. Also compares language disorders and language differences. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

SPE343 **1 Credit**

Special Education: Effective Collaboration and Communication Practices

Focuses on principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for students with disabilities and their families. Topics include interpersonal communication strategies and collaboration tools for working with diverse groups of people. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

SPE376 **3 Credits**

Special Education: Classroom Management and Behavioral Analysis

Application of research-based strategies in classroom management and behavioral analysis. Focuses on the classroom as a multidimensional environment in which principles of design, communication, management, and resources determine behavioral management success. Emphasis on positive behavior supports, group dynamics, student motivation, discipline models, and current research findings related to classroom management and behavior analysis. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. EDU221 recommended but not required. Course Notes: SPE376 requires field experience in a K-12 classroom.

** Courses offered through an Educational Partnership and Customized Training program only.*

SPE409 **3 Credits**

Special Education: Law, Policy, and Practice

Overview of special education legislation and litigation as it applies in K-12 settings. Examines federal and state level statutes and regulations, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973. Covers regulations governing assessment and evaluation procedures, due process, mediation, manifestation determination, and disciplinary action. Emphasis on the development, implementation, and evaluation of individual education plans (IEPs), free appropriate public education (FAPE), and least restrictive environment (LRE). Focuses on students' and parents' legal rights and schools' responsibilities regarding special education. The Council for Exceptional Children (CEC) Code of Ethics will be examined. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. EDU222 recommended but not required.

SPE422 **4 Credits**

Special Education: Mild to Moderate Disabilities

Application of research-based instruction in special education, including lesson planning, instructional design, assessment accommodations, modification, strategies, and materials appropriate for teaching individuals with mild to moderate disabilities in a variety of educational settings. Covers characteristics, etiologies, legal and educational provisions. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: SPE422 requires an approved field experience.

SPE424 **4 Credits**

Special Education: Assessment and Eligibility of Exceptional Learners

Examines eligibility criteria for students to receive and maintain special education and related services. Overviews nondiscriminatory assessments and adaptive behavior measurements, including educational achievement tests, standardized diagnostic tests, and intelligence tests, as well as the concepts, laws, current issues, and procedures that relate to formal and informal assessment of students. Analyzes the relationship between assessment data and instruction. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

SPE477 **6 Credits**

Student Teaching: Special Education (Mild to Moderate Disabilities)

Supervised student teacher practicum in a K-12 special education setting. Students are expected to demonstrate appropriate assessment strategies, develop lesson plans, implement instructional strategies, and utilize behavior management systems and programs. Emphasis on the provision of individualized instruction to meet the requirements of Individuals with Disabilities Education Act (IDEA). Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. Course Notes: SPE477 requires a minimum of eight (8) weeks, full-time classroom instruction.

Sports (SPT)

SPT271* **3 Credits**

Sports Medicine Foundations

Introduction to sports medicine knowledge, techniques, and careers. Exploration of current trends in athletic injury prevention, management and rehabilitation including wound care, taping, wrapping, bracing, splinting and protective equipment. Prerequisites: None.

SPT275* **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 SPT271.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

SUS231 **1 Credit**

Careers in Sustainability

Introduction to career pathways in sustainability. Exploration of career paths, development of interview skills, and resume creation covered in addition to articulation of personal interests and values related to careers in sustainability. Also includes an introduction to networking skills and job search assistance. Prerequisites: None.

SUS232 **3 Credits**

Professional Skills in Sustainability Practice

Introduction to professional skills in sustainability through interpersonal competence. Emphasis on teamwork, project management, stakeholder engagement, communication, and continuous learning. Prerequisites: A grade of C or better in SUS110 and SSH111 and (ENG101 or ENG107).

Sustainability/Social Sciences and Humanities (SSH)

SSH111 **3 Credits**

Sustainable Cities

Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.

Telecommunications Technology (TLT)

TLT142* **1 Credit**

Drop Connections

Technical concepts for drop connections. Includes passive and active devices as well as use of 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 Broadband Networks 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 Broadband Network 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 as well as basic electronics principles. 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.

Theatre Occupational (THO)

THO118 **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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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 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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

UCS180* **3 Credits**

Introduction to Water Delivery Customer Service

Introduction to water customer delivery operations. Includes an overview of the irrigation process, the irrigation system, delivery responsibilities and schedules. Also covers delivery systems, controls, and use of a mapping system in addition to water rights and typical irrigation problems. Prerequisites: None.

UCS182* **2 Credits**

Water Delivery Management

Water delivery procedures for managing the flow of irrigation water through the irrigation system to both residential and agricultural customers. Also covers field customer service for agricultural and residential water customers as well as role and responsibilities for irrigation water delivery. Prerequisites: None.

UCS184* **2 Credits**

Water Delivery Operations

Water delivery service areas, delivery devices, and responsibilities for managing irrigation water. Covers procedures for handling system controls and issues as it relates to water delivery in addition to procedures for dry-up and clearance. Prerequisites: None.

UCS186* **2 Credits**

Water Delivery Measurements

Practical application of irrigation water delivery measurement. Includes procedures to safely and correctly open water delivery devices, determine accuracy of and correct water flow. Also covers safety and security procedures. Prerequisites: None.

UCS188* **1 Credit**

Water Delivery Operations Lab

Practical application of water delivery procedures for managing the flow of water through the irrigation system to both residential and agricultural customers. Prerequisites: None.

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

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.

** Courses offered through an Educational Partnership and Customized Training program only.*

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.

Wellness Education (WED)

WED106* **0.5 Credit**

Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)

Basic overview of Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). Covers choking procedures and the importance, guidelines, and techniques for performing CPR and utilizing an AED. Prerequisites: None.

WED107* **0.5 Credit**

Community First Aid

Basic first aid course for the layperson. Training with the assessments and skills that be performed with minimal equipment in common home or workplace emergencies until emergency medical personnel arrive. 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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