President's Message

Community colleges nationally provide a gateway for millions of Americans to earn a degree, get a job, receive workforce training and improve their lives. For thousands of students, Rio Salado College is their gateway to a brighter future.

As a recognized national leader in online learning, Rio Salado College is up to the challenge of preparing today's students for the jobs of tomorrow. We tailor education to meet the needs of all our students. We offer hundreds of online classes, and some hybrid classes, allowing students to take classes at their convenience. We offer affordable tuition so our students can realize their educational goals.

All the while, Rio Salado maintains our commitment to academic excellence and student success. Our top-notch faculty are experts in their fields. Our vast array of student services, many of which are available online and accessible 24/7, ensure that students have the tools they need to succeed.

And our commitment to relentless improvement is never ending.

Currently, we are working to identify new student populations, create new programs that reach beyond our current customers, partner with higher education institutions, and design strategies and initiatives that increase student success.

Rio Salado wants to serve as the gateway to your college education, because we know that it is the key to a brighter tomorrow. Start your journey with us today!

Sincerely,

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

Rio’s Culture

Vision
We astonish our customers!

Purposes
Serving our local, national, and international communities through online learning and collaborative partnerships, we provide:
» General education and courses for university transfer
» Programs for workforce development in business, industry and government
» Adult basic education
» Comprehensive student services
» Cultural enrichment and community service
» Continuing education and lifetime learning opportunities

Mission
Rio Salado College transforms the learning experience through:
» Choice, Access, and Flexibility
» Customized, High Quality Learning Design
» Personalized Service and Organizational Responsiveness

Core Practices
In the context of our core values, and sustained by disciplined people, thought, and action, our work is focused on the following core organizational practices:
» Learning
» Innovating
» Partnering

Core Values
Through living our values, Rio Salado College creates a climate of high expectations for the success of our current and future students, clients and employees. We are unalterably committed to demonstrating, assessing and being accountable for the following core organizational values:
» Sustainability
» Customer Focus
» Relentless Improvement
» Inclusiveness
» Professionalism
» Teamwork

Service Standards
In order to implement our vision, we are committed to the following service standards:
» Accuracy
» Consistency
» Timeliness
Rio Salado College

Administration

Chris Bustamante, Ed.D.
President

Dana Offerman, Ph.D.
Vice President, Academic Affairs

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

Edward Kelty, M.Ed.
Vice President, Information Services

Kishia Brock, M.Ed.
Vice President, Student Affairs

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Dean, Instruction and Community Development

Dana Reid, M.Ed.
Dean, Instructional Technology and Support

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

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

James Paluzzi, Ph.D.
Dean, Division of Public Services

Nicole Albo, M.H.P.E.
Dean, Academic Affairs

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

Blair Liddicoat, M.Ed.
Associate Dean, Adult Basic Education

Ruby Miller, B.A.
Associate Dean, Enrollment Services

Rachelle Clarke, M.Ed.
Associate Dean, Student Services

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

Ryan Chase, M.B.A.
Associate Dean, Student Affairs

Emeritus Distinction

Administration

Linda Thor, Ed.D.,
President Emeritus

Carol Scarafiotti, M.A.,
Vice President Emeritus

James Van Dyke, Ph.D.,
Vice President Emeritus

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

Accreditation
Rio Salado College
The Higher Learning Commission
North Central Association
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
1-800-621-7440
www.ncahlc.org

Dental Hygiene and Clinical Dental Assisting
American Dental Association
Commission of Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611
www.ada.org/100.aspx

Dual Enrollment
National Alliance of Concurrent Enrollment Partnerships (NACEP)
400 Ostrom Avenue
Syracuse, NY 13244-3250
www.nacep.org

Special Recognition
Teacher Education Programs
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
602-542-5393 / 1-800-352-4558
www.ade.state.az.us

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

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

Shannon Corona, B.S., University of Arizona; M.A., Arizona State University; Ph.D., Capella University.

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

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

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

Kathleen Dunley, B.A., Rhode Island College; M.A., Boston College; Ph.D., University of Colorado at Boulder.

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

Jennifer Freed, B.A., B.S., University of Michigan; M.S., Indiana University; M.S., Capella University; Ph.D., Capella University.

Terri Hanger, B.S., Northern Arizona University; M.Ed., Northern Arizona University.

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

Janet Johnson, B.A., M.S., Ph.D., Arizona State University.

Robert C. Semmler II, A.A., Northern Essex Community College; B.S., M.Ed., Boston State College; M.S., University of New Mexico.
Jennifer Shantz, A.G.S., Rio Salado College; A.A., Glendale Community College; B.A., Arizona State University; M.Ed., Northern Arizona University; Ed.D., Northern Arizona University.

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

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

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

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

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

Emeritus Distinction Faculty

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

Rio Salado College Assessment Philosophy

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

1) learning is the primary purpose of assessment;
2) assessment should lead to improvement and not be an end unto itself; and
3) that faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work.

Therefore, the college expects every individual to participate fully in this effort.
How to Use This Catalog

Rio Salado College Catalog

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

www.riosalado.edu

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 2012-2013 Rio Salado College Catalog includes program requirements for new students enrolling in the Summer I 2012 semester, Summer II 2012 semester, the Fall 2012 semester and the Spring 2013 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 185. 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 6-7
- Alphabetical index on page 441
- Certificate and degree programs on pages 8-9
- Tuition and Fees information on pages 229-232

Use this catalog to find out about certificate and degree requirements. This information is located on pages 41-198. Course numbers and descriptions (on pages 307-440) 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 229-232), Policies and Procedures (pages 199-306), Academic Advisement (page 25), Career/Counseling Services (page 27), How to Register (page 33), Bookstore (page 26), and Tutoring (page 37). Other areas include Rio Salado’s Library Services (page 31), Study Skills (page 22-24), and Writing Tips (page 22).

For Rio Salado College's online catalog, please visit:

www.riosalado.edu\catalog
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<th>Who to Contact</th>
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<td>480-517-8580</td>
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<td>Academic Appeal</td>
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<td>Accident at Site</td>
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<td>Adult Basic Education</td>
<td>480-517-8110</td>
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<td>Books</td>
<td>480-517-8710 or 1-800-584-8775</td>
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Certificate & Degree Programs

**Associate in Arts (AA) Degrees**

AA: Associate in Arts
AA: Associate in Arts, Fine Arts-Art (AAFA-Art)
AA: Associate in Arts, Fine Arts-Dance (AAFA-Dance)
AA: Associate in Arts, Fine Arts-Theatre (AAFA-Theatre)

**Associate in General Education (AGEC A) Degree**

**Associate in Arts in Elementary Education (AAEE) Degree**

**Associate in Science (AS) Degrees**

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

**Associate in Business (ABus) Degrees**

ABus GR: Associate in Business, General Requirements
ABus SR: Associate in Business, Special Requirements

**Associate in General Studies (AGS) Degree**

**Associate in Applied Science (AAS) Degrees**

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

**Academic Certificates**

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

**Certificates of Completion**

Accounting
Addictions and Substance Use Disorders Level I
Addictions and Substance Use Disorders Level II
Adolescent Development
Adult Development and Aging
Advanced Computer Usage and Applications
Child and Family Organization Management and Administration
Computer Usage and Applications
Dental Assisting (Clinical)
Digital Design
eLearning Design Specialist
Family Child Care Management
Family Engagement Specialist
Infant and Toddler Development
General Business
Law Enforcement Technology
Military Leadership
Networking: Design and System Support
Organizational Leadership
Paralegal
Parent Education
Professional Addictions Counseling
Programming
Public Administration
Quality Customer Service
Retail Management
Small Business Start-Up
Sustainable Food Systems
Web Design: User Interface
The following educational programs have been designed to meet the needs of specific industries. Employment by these organizations is required for registration.

**Associate in Applied Science (AAS) Degrees**
- Airline Operations
- Broadband Telecommunications
- Corrections
- Dental Assisting (Clinical)
- Detention Services
- Emergency Response and Operations
- Law Enforcement Technology
- Quality Customer Service
- Workforce Development and Community Re-Entry

**Certificates of Completion**
- Advanced Corrections
- Airline Operations: Ground Operations
- Airline Operations: Initial Flight Attendant
- Airline Operations: Passenger Services
- Airline Operations: Reservations
- Automobile Insurance Claims: Customer Service
- Automobile Insurance: Customer Service
- Automobile Policy: Customer Service
- Bank Account Management: Customer Service
- Basic Corrections
- Broadband Telecommunications: Account Services
- Broadband Telecommunications: Field Operations
- Broadband Telecommunications: Technical Support Services

Community Dental Health Coordination
Credit Counseling: Customer Service
Dental Assisting (Clinical)
Dental Assisting Technology
Detention Services
Firefighter Operations
Human Services - Assistance: Customer Service
Human Services - Specialist: Customer Service
Human Services - Unemployment Insurance: Customer Service
Insurance: Customer Service
Law Enforcement Technology
Law Enforcement Technology Academy
Motor Vehicle: Customer Service
Public Safety Technology
Quality Customer Service
Utilities: Customer Service
Workforce Development and Community Re-Entry
Workforce Development: Automotive Technology Level I
Workforce Development: Automotive Technology Level II
Workforce Development: Carpentry Level I
Workforce Development: Carpentry Level II
Workforce Development: Electrical Level I
Workforce Development: Electrical Level II
Workforce Development: Furniture Construction/Refinishing Level I
Workforce Development: Furniture Construction/Refinishing Level II
Workforce Development: Graphic Arts Level I
Workforce Development: Graphic Arts Level II
Workforce Development: Horticulture
Workforce Development: Landscape Technology
Rio Salado College forges Educational Empowerment Zones with local cities, schools, and civic and social organizations to offer educational opportunities that are uniquely tailored to the communities they serve.

**Educational Empowerment Zones:**

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

**Empowerment Zone Locations**

**Avondale**
- Rio Salado College Avondale

**Phoenix**
- Rio Salado College Orangewood
- Rio Salado College Thomas
- Rio Salado College Northern
- Rio Salado College Downtown

**Queen Creek**
- Communiversity @ Queen Creek, Queen Creek

**Surprise**
- Communiversity @ Surprise
- Rio Salado College Lifelong Learning Center

**Tempe**
- Rio Salado College Southern

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

www.riosalado.edu/current
Student Information & Support Services

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

Rio Salado College
Administrative Headquarters
2323 W. 14th Street
Tempe, AZ 85281
480-517-8000 or
1-800-729-1197

Rio Salado College is one of the 10 colleges in the Maricopa County Community College District, and the largest online public community college in the nation. Located in Tempe, Arizona, Rio Salado serves nearly 70,000 students annually, with more than 40,000 taking online classes. Established in 1978, Rio Salado College successfully meets the needs of working adults and other specialized populations who find it challenging to pursue higher education through traditional means. Rio Salado reaches out to students who need, access, flexibility, and affordability in innovative learning formats.

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

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

www.riosalado.edu / 1-800-729-1197
At Rio Salado College, you have access to a variety of resources, services and tools that allow you to fit education into your life.

**8-Week Classes**
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.

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

**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 $76/credit tuition (for Maricopa County residents).

**Bookstore**
Order books online or in-person through the Rio Salado College Bookstore. Call 480-517-8710, 1-800-584-8775 (outside Maricopa County), or visit: [www.riosalado.edu/bookstore](http://www.riosalado.edu/bookstore)

**Counseling**
Assistance is available in the areas of career guidance, time management, test anxiety, study skills or personal problems. For an appointment at Rio Tempe, call 480-517-8785 or visit: [www.riosalado.edu/career](http://www.riosalado.edu/career)

**Electronic Student File System (ESF)**
A dynamic online database called the Electronic Student File (ESF) is available to you to create "to do" items, view individualized checksheets, and create a semester by semester plan. ESF helps you keep track of your academic progress and contact your assigned advisor. It is secure and available online 24/7 with a valid username and password. Visit: [www.riosalado.edu/esf](http://www.riosalado.edu/esf)

**Financial Aid**
Grants, student loans, and scholarships are available to assist eligible students with college expenses. Call 480-517-8310 or visit: [www.riosalado.edu/fa](http://www.riosalado.edu/fa)

**Fully-Accredited**
Rio Salado is accredited by the Higher Learning Commission and a member of the North Central Association. Visit: [www.riosalado.edu/accreditation](http://www.riosalado.edu/accreditation)

**Rio Snapshot**
Online Learning Overview:
- 647 Internet classes
- 25 Associate in Applied Science Degrees
- 66 Certificates of Completion
- 7 Academic Certificates
- 37 Customized Partnerships with local government and businesses

Demographic/statistical data from the IRIS database and MCCCD Web trends provided by institutional research (Sept. 2011)
24/7 Research Assistance

- Library services offer several options for students who need a little help finding the right resources.
- Ask a Librarian – 24/7 live access to Librarians who can answer questions about online and in-person research tools
- Txt a Librarian – Text "RioLib" to 66746 to set up SMS library support services.
- Online Writing Lab (OWL) – writing tips, advice and reference materials available online
- How Do I…? Video Series – Visit the Rio Salado College YouTube channel to find video tutorials explaining everything from logging and accessing an e-book to using library databases.

Gmail

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

Hybrid Learning

Some Rio Salado classes are offered in a hybrid learning format. Hybrid classes combine in-person class meetings with independent online course work. Students still have the convenience and flexibility of an online course, but with the added support of a regular class meeting. Call 480-517-8540 for details.

Instructional Helpdesk

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

www.riosalado.edu/helpdesks

Library

Get acquainted with Rio Salado College's library services with our "How Do I" online tutorial series. Learn about searching the online catalog, accessing ebooks, how to get started on your assignments, and more.

In addition, Rio Salado's online library provides reference assistance online, 24/7, via real-time live chat. Call 480-517-8424, 1-866-670-8420 (outside of Maricopa County), or visit: www.riosalado.edu/library

Maricopa Student Refund Program

Students can receive their financial aid and refunds through the Maricopa Student Refund Program (MSRP). Refunds may be deposited in an existing bank account via direct deposit, or to a personalized Visa® prepaid debit card issued by Citi® through the MSRP.

Mixed Media and Print-Based Learning

In mixed media courses, you participate in classes that combine delivery technologies, including conference calling, CDs and DVDs, print materials, and laboratory kits. Media materials (DVDs or CDs) are checked out and mailed to you automatically from the Rio Library once all course tuition and fees have been paid. These materials must be returned to the library when you complete your course.

In print-based courses, you use textbooks, course packets and supplemental readings in your classes. Required assignments will be submitted via mail or fax. Course materials may be printed from the web or at a local Kinko’s print shop. Visit www.fedex.com or call 1-800-2KINKOS for the nearest FedEx office location.
Monday Starts
Rio Salado offers flexible Monday Starts, giving students the opportunity to enroll in courses at multiple times throughout the year. Visit: www.riosalado.edu/schedule

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

New Student Orientation
New Student Orientation (NSO101) is a free, non-credit online class for new students seeking an online certificate or degree with Rio Salado College. It will review the many available college resources, policies/procedures, and tips for student success. NSO101 is in RioLearn, Rio Salado’s online learning platform, and will resemble other classes you will be taking. Upon initial enrollment at Rio Salado College, NSO101 will automatically be added to your schedule. NSO101 should take approximately 2 hours to complete and we recommend that you complete it at least a week prior to starting your first class.

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

• Online course materials
• Instructors
• Course syllabus
• Grades
• ESF (Electronic Student File and Retention System)
• An extensive library
• Student support services

A 24/7 online self-service hub, www.riosalado.edu/selfserve, giving you access to:
• Registration
• Transcripts
• Grades
• Financial Aid
• Payment options
• Personal information
• Class add, drop or withdraw
NEW! Rio Salado New Student Orientation Course

Rio Salado College now offers a New Student Orientation course that introduces you to the college and taking online classes at Rio. The course provides new students with an overview of the college's student services, policies and procedures, and offers tips for academic success.

Overview

- When you register for your first class at Rio Salado College, the New Student Orientation course will be automatically added to your schedule.
- We recommend that you complete your orientation at least one week prior to starting your first classes.
- The orientation uses our RioLearn system and resembles the online courses you will be taking.
- The orientation will take 2-4 hours to complete.

RioLounge

RioLounge is a social network exclusively for Rio Salado students. In RioLounge, you can chat with fellow students, learn about Rio Salado news and activities, participate in education and activity groups, or start your own. Visit: www.riosalado.edu/riolounge

RioStart

A guided online tour that outlines steps to a successful start in your online course(s) at Rio Salado College. These steps are designed for all new students. Visit: StartAtRio.com

Semester Block

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

TechCheck

Our fully-automated tech check lets you know if your computer meets our current online requirements. Visit: www.riosalado.edu/techcheck

Technology Helpdesk

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

Textbook Savings Program

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

Tutoring

Rio offers free tutoring in a variety of subjects helping students understand course content and improve study skills. Depending on the subject, tutoring is available in these formats: in-person at our Tempe headquarters, live chat online, and e-mail. For more information, please visit: www.riosalado.edu/tutoring
**Common College Terms**

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

**Adjunct Faculty:** Part-time certified instructors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ESF (Electronic Student File and Retention System)**: A dynamic online database called the Electronic Student File (ESF) is available to you to create “to do” items, view individualized checksheets, and create a semester by semester plan. ESF helps you keep track of your academic progress and contact your assigned advisor. It is secure and available online 24/7 with a valid username and password.

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

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

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

**Instructional Helpdesk**: A college service that answers questions about your course, helps contact your instructor, provides RioLounge information, and helps work through instructional issues that may arise during your “Online Experience.”

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

**MCCCD or MCCD**: Maricopa County Community College District.

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

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

**Mixed Media**: Format which combines delivery technologies; for example, print, audio or videotapes, conference calling, or laboratory kits.

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

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

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

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

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

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

**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.

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

**RioLounge**: An online social network for registered Rio Salado students. [www.riosalado.edu/riolounge](http://www.riosalado.edu/riolounge)

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

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

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

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.

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

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

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

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

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

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

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

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

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

5. Do Not Overwrite
With word processors and instant online blogs, it is too easy to write and keep writing. Avoid the trap of saying too much. It can turn off your readers.

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

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

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

9. Write What You Love
If you write about your interests and passions, you will produce material that shines with enthusiasm—and this captures readers.

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

How to Manage Your Time

1. Use a calendar and mark important dates:
   • Refer to syllabus for class deadlines.
   • Schedule study time. When planning your study time, plan to spend two hours of time on homework for every one hour spent in class (whether online or inperson).
   • Schedule family events.
   • Schedule leisure time for yourself.

2. Create “to do” lists for each day.
3. Tackle the tough jobs first.
4. Set specific goals for each course.
5. Reward yourself after completing each task.
6. Monitor your “self talk” and do not beat yourself up if you do not complete everything on your list.
Study Skills

How to be an Active Learner

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

2. Visit the College Survival Guide
   You will find resources that provide an overview of online classes, as well as tips on taking tests and improving study skills. Visit: www.riosalado.edu/counseling/Pages/College-Survival-Guide.aspx

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

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

5. Use the RioLounge
   For a successful start, review the three online orientation topics found on the RioLounge. Additional Information regarding Rio Salado’s services and success tips can be found throughout the RioLounge. www.riosalado.edu/riolounge

6. Stay on Track
   Pace yourself so that you finish work by the due dates without stressing yourself.

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

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

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

How to Prepare for Exams

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

1. Organize
   • Summarize, condense, and make sense of all your notes, homework, and previous tests.
   • Develop your own organization system on an outline, map, or whatever works for you.
   • Use your syllabus as a guide.
   • Put deadlines and study time on your calendar.
   • Important: do not be overwhelmed by the material.
   For online information on study skills, go to: www.riosalado.edu/counseling

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

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

2012 - 2013

Rio Salado College will be closed on the following holidays:

Memorial Day
Monday, May 28th

Independence Day
Wednesday, July 4th

Labor Day
Monday, September 3rd

Veterans’ Day
Sunday and Monday, November 11th and 12th

Thanksgiving Holiday Observance
Thursday and Friday, November 22nd and 23rd

Winter Break Observance
Monday and Tuesday, December 24th and 25th

New Year’s Holiday Observance
Monday and Tuesday, December 31st and January 1st

Martin Luther King, Jr. Day
Monday, January 21st

Presidents’ Day
Monday, February 18th

Term Start Dates:

Summer I:
4/30/2012 - 6/18/2012

Summer II:
7/2/2012 - 8/6/2012

Fall:
8/20/2012 - 12/3/2012

Spring:
1/7/2013 - 4/22/2013

Balancing Work, Family, and School

1. Take care of yourself.
   - Eat a balanced diet
   - Sleep 7-8 hours
   - Exercise regularly

2. Get to know your classmates and you will discover that you are not alone in your situation.
   www.riosalado.edu/riolounge

3. Enlist your family's support.

4. Use FREE college resources:
   - Personal and Career Counseling: 480-517-8785
   - Academic Advisement: 480-517-8580
   - Tutoring: 480-517-8247 or 1-800-729-1197 (outside Maricopa County)
   - Services for Students with Disabilities: 480-517-8562 or 480-517-8565 (TDD phone for the hearing impaired)

5. Connect with resources for financial support:
   - Financial aid
   - Scholarships
   - Your employer
You Have the Whole College Supporting You!

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

Academic Advisement

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

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

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

Once you meet with an academic advisor to set up a checksheet and a semester by semester plan, log onto the Electronic Student File System (ESF) at: www.riosalado.edu/esf

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

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

What can you expect from your advisor?

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

Academic Advisement can help if you:

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

When purchasing textbooks, provide the course and section number. All major credit cards are accepted.
1. Online at the conclusion of your Maricopa online registration or at: www.riosalado.edu/bookstore
2. In Person: 2323 W. 14th Street, Tempe, AZ 85281

Bookstore Hours (subject to change):
Monday - Thursday: 9 a.m. - 7 p.m.
Friday: 9 a.m. - 5 p.m.
Saturday: 10 a.m. - 2 p.m.

For more information:
480-517-8710 or 1-800-584-8775
www.riosalado.edu/bookstore

The Bookstore is located at the Rio Salado College Administrative Headquarters in Tempe.
The Rio Salado College Bookstore provides one-stop shopping to meet your needs.

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

Book Returns and Buyback:
Full refunds can be approved in person or by mail within two weeks of the date of purchase or start date. Books must be in the same condition as purchased and must be accompanied by a receipt or invoice.

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 Textbook Return or Book Buyback Shipment Form and include your receipt. Package the books securely to prevent damage during transit. It is recommended to obtain a tracking number or delivery confirmation to track receipt of your return.
Career/Counseling Services

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

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

**Need Help with Your Career Decisions?**

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

**Online Career Center**

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

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

www.riosalado.edu/career

**Career and College Success Classes**

CPD102AB  Career Exploration
CPD102AC  Creative Job Hunting
CPD115  Creating College Success
CPD150  Strategies for College Success

For more information, please call **480-517-8785** or visit:

www.riosalado.edu/counseling

**Locations for In-Person Counseling**

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

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

**Student Affairs and Advancement at Rio Tempe**

2323 W. 14th Street
Tempe, AZ 85281
**480-517-8785**

**Rio Salado Lifelong Learning Center**

12535 Smokey Drive
Surprise, AZ 85374
**480-377-4250**

**Communiversity @ Surprise**

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

**Rio East Valley**

1455 S. Stapley Drive
Mesa, AZ 85204
**480-377-4150**

**Rio Avondale**

420 N. Central Avenue
Avondale, AZ 85323
**480-377-4400**

**Rio Northern**

1715 W. Northern Avenue
Phoenix, AZ 85032
**480-577-4200**

**Rio Downtown**

619 N. 7th Avenue
Phoenix, AZ 85007
**480-377-4050**

For additional in-person counseling locations, please visit:

www.riosalado.edu/counseling
Cashier's Services

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

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

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

Please note: Tuition refunds are not automatic. The student must contact Cashier's Services after withdrawing or 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 mail or fax a letter of intent, purchase orders, or authorization letter to be billed for a student's tuition. For more information or questions, please call 480-517-8330.

Office hours for the Cashier's Office:
- Monday - Thursday 8:00 a.m. - 7:00 p.m.
- Friday 8:00 a.m. - 5:00 p.m.
- Saturday 8:00 a.m. - 2:00 p.m.

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

My.maricopa.edu

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

Tuition Schedule by Student Status:

A. Maricopa County Resident (In County)
   Per credit hour $76.00

B. In County Resident Audit Rate
   Per credit hour $101.00

C. Out-of-County Resident
   Per credit hour $300.00

D. Non-Resident Living in Arizona
   Per credit hour $317.00

E. Non-Resident Study Abroad Program
   Per credit hour $196.00

F. Non-Resident Distance Learning
   Per credit hour $215.00

G. Western Undergraduate Exchange (WUE)
   Per credit hour $114.00

* Students from any other county in Arizona are considered Maricopa County Residents (in-county) due to a reciprocal arrangement with that county. Reciprocal agreements allow for in-county tuition rates for residents of all Arizona counties except Apache and 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.

Please Note: For more information on Tuition and Fees, see pages 229-232.

Tuition Payment Plan:

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

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

Rio Salado provides information, resources, and services which promote a successful learning experience for students with disabilities. Depending upon the disability and the resources that Rio Salado has available, students with documented disabilities may receive accommodations that include, but are not limited to, text in alternative format, readers/scribes, and extended test taking time. The College handles each student’s request on an individual basis, given a reasonable timeframe.

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

Financial Aid

College financial aid is available to help eligible students pay for education related expenses College financial aid comes in many forms such as grants, scholarships, and student loans. It is intended to help eligible students pay for education related expenses. Our goals are to assist you and your family in securing the resources necessary to fund your education, and make sure you understand your rights and responsibilities related to financial aid.

To learn more about applying for financial aid, please visit the Rio Salado Financial Aid web page at: www.riosalado.edu/financial_aid

Scholarships

Rio Salado students in good standing are eligible to apply for scholarship funds to assist them with tuition costs. Scholarship awards are based on financial need and merit. To review and apply for scholarships, please visit: www.riosalado.edu/scholarship

Applications will be evaluated by the Rio Salado Scholarship Committee and you will be notified of their decision. Please allow at least three (3) weeks for your application to be processed.

If you have additional questions regarding scholarships, please contact the Rio Salado Financial Aid Office at 480-517-8310.

Additional information on privately funded scholarships is available at public libraries and on the Rio Salado web page at: www.riosalado.edu/scholarship

For Rio Salado College’s Return of Title IV Funds Policy, please visit:
http://www.riosalado.edu/financial_aid/Pages/ReturnofFundsPolicy.aspx

Office hours for the Financial Aid Office:

Monday - Thursday: 8:00 a.m. - 7:00 p.m.
Friday: 8:00 a.m. - 5:00 p.m.
Saturday: 8:00 a.m. - 2:00 p.m.
The office may be closed on occasional Friday afternoons.
Please check our website for current hours of operation:
www.riosalado.edu/financial_aid
Contact the Financial Aid Office at 480-517-8310.

Graduation

When completing a program of study, a student must apply for his/her degree or certificate by March 1st in order to participate in the graduation ceremony held in May of the same year. If a student wishes to participate in the ceremony, he/she must also indicate this on his/her graduation application(s). Applications for summer and fall graduation are processed on a year-round basis, and degrees are posted to the student’s records upon verification of successful completion. For more information visit:
www.riosalado.edu/graduation or call 480-517-8540.
International Education

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

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

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

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

Serving the General Public

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

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

Internet and Print-Based Courses

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

Computer Labs

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

Computing Resources

- Valley-wide accessibility
- Computer Lab Helpdesk for student questions
- Over 90 personal computers available throughout the valley
- Internet access
Library Services

How to find us:

www.riosalado.edu/library
Rio Salado College@Tempe, 2nd Floor, 2323 W. 14th Street, Tempe, AZ, 85281
480-517-8424
1-866-670-8420 (outside Maricopa County)

The Rio Salado Library is committed to student success and provides a variety of materials and services to enhance your learning experience, both online and in-person. Please note that your student ID card is also your library card. Your Maricopa Username (MEID) number is your library card number.

The Library provides:

• Books and DVDs (the Rio Salado library collection as well as access to all the other Maricopa Community College District libraries)
• Articles (online access to a wide variety of magazine, journal, newspaper, and encyclopedia articles across multiple subjects and disciplines)
• eBooks (access to general and reference collections of online books in virtually all academic subject areas)
• Media (over 8,000 streaming educational films, and online image collections covering a wide variety of subjects)

We are here to help you:

• How Do I…? Video Series (online tutorials on how to find books, articles, eBooks, and more!)
• Online Writing Lab (resources to help with common student writing concerns, such as how to plan a paper, revising and editing, and citing sources)
• Reference services (in-person, telephone, 24x7 chat, and text reference available)
• Interlibrary loan service (to request books and articles from other libraries)
• Library Instruction (for in-person classes)
• Mobile library website (optimized for mobile devices)
Military Central

Why do military students trust Rio Salado College?

- **Transferability:** Receive credits for your military training.
- **Quality:** Online courses delivered through our RioLearn course management system.
- **Convenience:** Take your classes when and where you want.
- **Customer Service:** Provided by a dedicated Military Advisement Team.
- **Experience:** More than 25 years of providing flexible educational opportunities.
- **Affordability:** Save thousands on tuition compared to many four-year institutions.
- **Support:** 24/7 instructional and technology helpdesks.

*Make your new mission a college education.*

www.riosalado.edu/military


East Valley Veterans Education Center: 480-384-9850

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

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**Your headquarters for your military education at Rio Salado College.**

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

Rio Salado participates in the GoArmy Ed program, and partners with the Army National Guard Institute, the Coast Guard Institute and is also a Servicemembers Opportunity College (SOC). In addition, Rio Salado participates in the Air Force General Education Mobile (GEM) initiative and the Department of Defense Troops to Teachers Program. Rio Salado College is also a member of Luke Air Force Base's Fighter Country Partnerships.

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

**Rio Salado College - Luke AFB**

Through Rio Salado's programs at Luke Air Force Base, military personnel and community members with clearance can participate in on-site, hybrid, and online distance learning classes. Students can work full-time and earn up to 18 credit hours per semester in accelerated eight-week sessions.

The National Testing Center (NTC) at Luke AFB offers exams in a variety of academic subject areas through its College Level Examination Program (CLEP), Dantes Subject Standardized Tests (DSST), and Pearson Subject Standardized Tests. Testing is free for active duty military personnel, guard, and reserve forces while on active duty. Civilians with base access may also use this facility for a fee.
Registration

Online Using My.maricopa.edu

My.maricopa.edu is an online self-service hub. New and continuing students can register and pay online using this tool. (For payment information, please see page 28.) To register for classes, first visit www.riosalado.edu/schedule to select courses and build a worksheet. Print the worksheet and follow these steps:

New Students:
Go to my.maricopa.edu and:
1. Click “First Time Users Start Here” (MEID will be the student’s username.)
2. Follow Steps 1-6 below.

Continuing Students Who Know Their MEID:
Login to my.maricopa.edu and:
1. Scroll to Admissions and verify admission to Rio Salado College. If Rio Salado is already listed, skip to step #3.
2. To add Rio Salado College, click MCCC Admissions and choose Rio Salado as the college.
4. Select the attendance term.
5. Continue the new enrollment process, completing all required fields.
6. Add a class by entering the course number (Course NMR) from the completed worksheet.

By Phone
Call 480-517-8540 (or out-of-state 1-800-729-1197). You may register by phone during the following hours:
Monday - Thursday  8:00 a.m. - 7:00 p.m.
Friday  8:00 a.m. - 5:00 p.m.
The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation:
www.riosalado.edu/selfserve
Saturday  8:00 a.m. - 2:00 p.m.

In Person
Come to the Rio Tempe office or to the nearest Rio office. At Rio Tempe, you may also pay by cash. (Note: if paying with cash, exact change is required on Saturday.) Student Affairs and Advancement hours are:
Monday - Thursday: 8:00 a.m. - 7:00 p.m.
Friday: 8:00 a.m. - 5:00 p.m.
The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation:
www.riosalado.edu/selfserve
Saturday: 8:00 a.m. - 2:00 p.m.

Registration Checklist

When you contact Rio, have the following information ready:

1. Student Identification Number. (Note: See page 34 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 229-232.
4. Placement test scores for English, reading, or math or proof of prerequisite.
5. A transcript must be submitted for prerequisite courses taken outside MCCC.
Registration

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

Student Address or Telephone Number Change
All students who have a change of address or telephone number should notify the Rio Salado Student Affairs and Advancement Office immediately so that records can be accurate.
- Call 480-517-8540.
- Students can also change their address online at my.maricopa.edu

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

Drop/Add
During the drop/add period, students may revise their schedules. These changes can be made online at my.maricopa.edu, by calling Student Affairs and Advancement at 480-517-8540 or in person at a Rio Salado site. For 13-15 week classes, after the drop/add period, students may be permitted to change their schedule only after consultation with the instructors involved. Deadlines for full refund and tuition/fee cancellation are published each semester in the class schedule. When registering for “flex start” classes, which start every week, registration must be received by the Monday of the start date.

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

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

Student Insurance
All students taking credit or non-credit courses are covered by a college accident insurance policy, with certain benefit limitations. The premium is included in the activity fee that is paid at registration. The college policy covers students directly on their way to and from classes, while in class, or while attending official college functions.
For an additional fee, there is a 24-hour health insurance policy available. For a brochure on the health insurance, contact Rio Salado’s Human Resources office at 480-517-8175 or visit: http://www.maricopa.edu/legal/rmi/stuinsplans.htm
Overview

Rio Salado College’s academic calendar is divided into three terms (fall, spring, summer) each with 16 semester blocks per term. Each semester block is 16 weeks long, and has a fixed start and end date.

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

For example, in Fall Term 2012, Semester Block 1 begins August 20th and ends on December 8th. All of your Fall classes must be completed within that timeframe. A 16-week class will span the entire semester block and must begin on the semester block start date. For classes less than 16 weeks long, you can choose from several available start dates.

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

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

EXAMPLE - Block 1  
Start Date 8/20  
End Date 12/8

<table>
<thead>
<tr>
<th>Length of class (in weeks)</th>
<th>Available Start Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1 Available Start Dates 16-week Classes 8/20</td>
</tr>
<tr>
<td>14</td>
<td>3 Available Start Dates 14-week Classes 8/20, 8/27, 9/4</td>
</tr>
<tr>
<td>12</td>
<td>4 Available Start Dates 12-week Classes 8/20, 8/27, 9/4, 9/10</td>
</tr>
<tr>
<td>10</td>
<td>7 Available Start Dates 10-week Classes 8/20, 8/27, 9/4, 9/10, 9/17, 9/24, 10/1</td>
</tr>
<tr>
<td>8</td>
<td>9 Available Start Dates 8-week Classes 8/20, 8/27, 9/4, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15</td>
</tr>
</tbody>
</table>

Note: All coursework must be completed before end date.
Phi Theta Kappa
International Honor Society

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

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

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

To find out more about Phi Theta Kappa, please write:

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

Honors Program

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

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

President’s Honor Roll

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

For more information on the Honor Program or Honors Roll, write the Honors Program Director or Honors Assistant, Rio Salado College, 2323 W. 14th Street, Tempe, AZ 85281-6950, or call 480-517-8284.
Testing Center

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

Rio Salado belongs to the National College Testing Association and strictly adheres to their standards and guidelines. For more information on testing guidelines, requirements, hours, and testing tips, visit: www.riosalado.edu/testing

Transcripts

To have a transcript of Rio Salado coursework sent to another college, fax your request to 480-517-8199, or mail it to the Office of Student Affairs and Advancement. Include your name, social security number, where the transcript should be sent, and your signature.

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

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

Tutoring

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

- In-person
- Live chat online
- Via e-mail

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

Testing Center Locations

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

RSC East Valley
1455 S. Stapley Dr., Suite #15
Mesa, AZ 85204
480-377-4150

RSC Northern
1715 W. Northern Ave.
Phoenix, AZ 85021
480-377-4200

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

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

Rio Salado College Lifelong Learning Center

Lifelong Learning Center
12535 Smokey Drive
Surprise, AZ 85374
480-377-4266

For more information on our current testing locations, please visit: www.riosalado.edu/testing
Veterans Affairs Office

Office hours for the Veterans Affairs Office:
Monday through Friday:
8:30 a.m. to 5:00 p.m.
For more information, please call 480-517-8153 or visit: www.riosalado.edu/veterans

Veterans Affairs Office

The Veterans Affairs Office (VAO) is located at the Rio Salado Administrative Office at 2323 W. 14th St., Tempe, Arizona 85281-6950. The VAO is available to assist with Veterans Administration (VA) educational benefits forms.

All students applying for or receiving VA educational benefits are encouraged to contact the VAO before enrolling and at least once each semester to make sure their paperwork is correct.

Veterans must apply for benefits by completing an application packet. Please contact the VAO and request a packet. Once all forms are completed, submit them to the VAO. Deferments are temporary and the student is responsible for paying his/her tuition and fees on the date specified by the college. Deferments must be approved by the VA coordinator.

Drop/Add: Every veteran is responsible for notifying the VAO of any change in his/her schedule throughout the semester.

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

Adult Basic Education

Do you know someone who needs to improve their basic education, prepare to take the GED exam, or learn English? We offer a variety of classes at numerous locations throughout Maricopa County that meet during convenient daytime and evening hours. Classes are self-paced and instructors work with students to identify their individual learning goals. Books and materials are provided for students to use in the classroom.

- Adult Basic Education (ABE)
- General Educational Development (GED)
- English Language Acquisition for Adults (ELAA)

To be eligible, students must be 16 years of age or older, not enrolled in public school, and be able to verify legal status.

These programs are brought to you by the Arizona Department of Education, Adult Education Services, in partnership with Rio Salado College.

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

Adults Achieving a College Education (AACE) Program

Adults Achieving a College Education (AACE) is an accelerated developmental track and college/career pathways program for students in Rio Salado's Adult Basic Education Program. Based on the Maricopa ACE cohort model, the Adult ACE Program offers students the opportunity to simultaneously attend in-person, hybrid, or online college classes while completing their GEDs. In many cases, college classes are offered at the same location as the GED classes; students attend these classes two evenings or one evening and a Saturday morning each week. Benefits of the program include: scholarships; assistance with books and financial aid; and wrap-around support services such as customized advisement, tutoring, and counseling. Students in the program also improve their computer technology skills and learn how to be effective online learners. Upon completion of AACE, students will be ready to pursue a certificate, degree, or workforce training program leading to improved job and career opportunities.

For more information, contact 480-377-8090.

Community Education: Spanish Computer Classes

English fluency is no longer a prerequisite for learning computing thanks to short-term, basic computer instruction offered at selected Rio Salado locations. Rio provides in-person, non-credit introductory computer courses for Spanish-speaking adults who want to gain skills in computer and software use, including introduction to computers and the internet, MS Word, MS PowerPoint, and MS Excel. These 8-week courses may be offered at various sites around Maricopa County. Enrollment minimums must be met before classes are offered. Contact 480-517-8114 for more information.
Adult Basic Education is an educational service for adults in Maricopa County. Classes are offered to help adults improve basic reading, writing and math skills, and to prepare for the GED high school equivalency exam. Rio Salado College offers Adult Basic Education classes to help students become more self-sufficient by improving job skills and laying the foundation for a better future.

Pathway Options & Classes

- Adults Achieving a College Education
- Adult Basic Education
- Adult Secondary Education
- GED Preparation – in-person and online
- English Language Acquisition for Adults
- English as a Second Language online
- Transition opportunities

Classes are self-paced. Instructors work with students to identify their individual learning goals and to develop plans to reach those goals. Books and materials are provided for use in the classroom. Classes meet during convenient daytime and evening hours at more than 20 locations in Maricopa County.

For more information visit riosalado.edu/abe.

Did you know?
Rio Salado is the largest provider of Adult Basic Education in Arizona.
Rio Salado has always developed certificate and degree programs to meet the needs of the communities we serve. Almost every certificate program is the foundation of a corresponding associate degree. In most cases, the additional required and elective courses are a combination of general education courses, such as English, Math, Humanities, and other subject-specific courses. You will find a variety of programs to explore and compare to determine which one is best for you. All courses that are a part of a certificate and/or degree program are worth college credit.

www.riosalado.edu/programs
CERTIFICATES & DEGREES
<table>
<thead>
<tr>
<th>Section</th>
<th>Certificates/Associate Degrees</th>
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<tbody>
<tr>
<td><strong>General Business</strong></td>
<td>Certificate of Completion in: General Business</td>
</tr>
<tr>
<td></td>
<td>Associate in Applied Science in: General Business</td>
</tr>
<tr>
<td><strong>K-12 eLearning</strong></td>
<td>Academic Certificate in: K-12 eLearning Design</td>
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<td></td>
<td>K-12 Online Teaching</td>
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<tr>
<td><strong>Language and Literary Culture of the USA</strong></td>
<td>Academic Certificate in: Language and Literary Culture of the USA</td>
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<tr>
<td><strong>Language Studies</strong></td>
<td>Academic Certificate in: Language Studies</td>
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<td><strong>Law Enforcement Technology</strong></td>
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<td>Associate in Applied Science in: Law Enforcement Technology</td>
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<td><strong>Military Leadership</strong></td>
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<td>Associate in Applied Science in: Military Leadership</td>
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<td><strong>Organizational Management</strong></td>
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<td><strong>Paralegal</strong></td>
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<tr>
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<td>Associate in Applied Science in: Paralegal</td>
</tr>
<tr>
<td><strong>Public Administration</strong></td>
<td>Certificate of Completion in: Public Administration</td>
</tr>
<tr>
<td></td>
<td>Associate in Applied Science in: Public Administration</td>
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<tr>
<td><strong>Quality Customer Service</strong></td>
<td>Certificate of Completion in: Quality Customer Service</td>
</tr>
<tr>
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<td>Associate in Applied Science in: Quality Customer Service</td>
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<tr>
<td><strong>Retail Management</strong></td>
<td>Certificate of Completion in: Retail Management</td>
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<tr>
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<td>Associate in Applied Science in: Retail Management</td>
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<tr>
<td><strong>Small Business Start-Up</strong></td>
<td>Certificate of Completion in: Small Business Start-Up</td>
</tr>
<tr>
<td><strong>Sustainability and Ecological Literacy</strong></td>
<td>Academic Certificate in: Sustainability and Ecological Literacy</td>
</tr>
<tr>
<td><strong>Sustainable Food Systems</strong></td>
<td>Certificate of Completion in: Sustainable Food Systems</td>
</tr>
<tr>
<td></td>
<td>Associate in Applied Science in: Sustainable Food Systems</td>
</tr>
</tbody>
</table>

Modifications to programs and courses may occur throughout the academic year. For the most updated information on curriculum, see our website at: [www.riosalado.edu/programs](http://www.riosalado.edu/programs). To speak to an academic advisor, call 480-517-8580.
Certificate of Completion in Accounting

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

CIPS Code: 52.0301

Program Notes:
Consultation with an Academic Advisor is recommended for course selection.

Required Courses: 23-26

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>3</td>
</tr>
<tr>
<td>ACC230*</td>
<td>3</td>
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<tr>
<td>ACC240*</td>
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<td>ACC111</td>
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<td>ACC2202</td>
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<tr>
<td>ACC211</td>
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<td>ACC212*</td>
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<td>ACC115*</td>
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<tr>
<td>CIS14DE</td>
<td>3</td>
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<tr>
<td>CIS105</td>
<td>3</td>
</tr>
<tr>
<td>GBS151</td>
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<tr>
<td>GBS205</td>
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<tr>
<td>ACC111</td>
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</tr>
<tr>
<td>ACC230*</td>
<td>3</td>
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<tr>
<td>ACC240*</td>
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<tr>
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<td>ACC115*</td>
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<td>CIS14DE</td>
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<tr>
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<tr>
<td>GBS151</td>
<td>3</td>
</tr>
<tr>
<td>GBS205</td>
<td>3</td>
</tr>
</tbody>
</table>

Associate in Applied Science in Accounting

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

CIPS Code: 52.0301

Program Notes:
Consultation with an Academic Advisor is recommended for course selection.

Program Prerequisites: 3
CRE101* College Critical Reading (3) OR Equivalent as indicated by assessment.

Required Courses: 29-32

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>3</td>
</tr>
<tr>
<td>ACC230*</td>
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<td>ACC240*</td>
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<tr>
<td>ACC2202</td>
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<tr>
<td>ACC105</td>
<td>3</td>
</tr>
<tr>
<td>ACC115*</td>
<td>2</td>
</tr>
<tr>
<td>CIS14DE</td>
<td>3</td>
</tr>
<tr>
<td>CIS105</td>
<td>3</td>
</tr>
<tr>
<td>GBS151</td>
<td>3</td>
</tr>
<tr>
<td>GBS205</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

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

General Education Requirements: 22-24

General Education Core: 12-14

First-Year Composition  6
ENG101*  First-Year Composition  SUN  ENG1101 (3)
OR
ENG107*  First-Year Composition for ESL (3)
AND
ENG102*  First-Year Composition  SUN  ENG1102 (3)
OR
ENG108*  First-Year Composition for ESL (3)

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

Critical Reading  0
Met by CRE101 College Critical Reading
OR
Equivalent as indicated by assessment in Program Prerequisites area.

Mathematics  3-5
MAT120*  Intermediate Algebra (5)
OR
MAT121*  Intermediate Algebra (4)
OR
MAT122*  Intermediate Algebra (3)
OR
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

Humanities and Fine Arts  3
Any approved General Education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences  3
ECN211  Macroeconomic Principles  SUN  ECN2201 (3)
OR
ECN212  Microeconomic Principles  SUN  ECN2202 (3)
OR
SBU200  Society and Business (3)

Natural Sciences  4
Any approved General Education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Students must earn a grade of “C” or better for all courses required within the program.
Accounting (23-26 credits)
Associate in Applied Science in:
Accounting (60-65 credits)

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Addictions and Substance Use Disorders

Certificate of Completion in Addictions and Substance Use Disorders Level I

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

CIPS Code: 51.1501

Program Notes:
Licensing and certification requirements vary by state.

Required Courses: 21

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

Certificate of Completion in Addictions and Substance Use Disorders Level II

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

CIPS Code: 51.1501

Program Notes:
Licensing and certification requirements vary by state.

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

Required Courses: 16

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

Restricted Electives: 2

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

- ASD130 Legal Aspects of Addiction 1
- ASD215 Adult Children of Alcoholics 1
- ASD280* Addictions and Substance Use Disorders Practicum 6
- ASD284 Current Issues and Addictions Seminar 0.5
- ASD285 Addictions Seminar 1
  (Note: May be repeated for a total of four (4) credit hours. Various topics offered)
- ASD285xx Addictions and Substance Use Disorders Seminar course 1
- 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

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

CIPS Code: 51.1501

Program Notes:
Licensing and certification requirements vary by state.

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

General Education Requirements: 22-25
General Education Core: 12-15
First-Year Composition 6
ENG101* First-Year Composition SUN# ENG1101 (3)
AND
ENG102* First-Year Composition SUN# ENG1102 (3)
Oral Communication 3
Any approved general education course in the Oral Communication area.
Critical Reading 0-3
CRE101* College Critical Reading (3)
Equivalent as indicated by assessment
Mathematics 3
MAT102* Mathematical Concepts/Applications (3)
Equivalent as indicated by assessment
General Education Distribution: 10
Humanities and Fine Arts 3
Any approved general education course in the Humanities and Fine Arts area.
Social and Behavioral Sciences 3
PSY101 Introduction to Psychology SUN# PSY1101 (3)
OR
PSY270* Personal and Social Adjustment (3)
Natural Sciences 4
Any approved general education course in the Natural Sciences area.

* Indicates course has a Prerequisite and/or Corequisite.
Addictions and Substance Use Disorders

Certificate of Completion in Professional Addictions Counseling

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

CIPS Code: 51.1501

Program Notes:
Licensing and certification requirements vary by state.

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

Required Courses: 8
ASD285II Multicultural Aspects 1
ASD285AA Treatment for Stimulant Use Disorders Seminar 1
ASD285BB Adolescent Substance Abuse Treatment Seminar 1
ASD285CC Addiction Review Seminar 1
ASD285DD Motivation for Change in Substance Abuse Treatment Seminar 1
ASD285EE Domestic Violence and Substance Abuse Seminar 1
ASD285FF Street Drugs Seminar 1
ASD285GG Addictive and Medical Plants Seminar 1
ASD285HH Intervention and Treatment for Addictions and Substance Use Disorders Seminar 1

Restricted Electives: 3-6
ASD285KK Recovery-Oriented Systems of Care Seminar 1
ASD285LL Gambling Addiction Seminar 1
ASD285MM Sexual Addiction Seminar 1

Certificate(s) or Degree(s) Awarded:

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

- Associate in Applied Science in:
  - Addictions and Substance Use Disorders (61-64 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Child and Family Professional Development

Academic Certificate in Child and Family Professional Development

The Academic Certificate (AC) in Child and Family Professional Development is designed for practitioners in the early childhood, school-age, or home visitor field seeking coursework and portfolio/resource file assistance to meet a wide variety of national credentialing requirements (such as the Council for Professional Recognition CDA or the National Child Care Association CCP). Individuals completing this certificate will have fulfilled only the required training clock hours and resource file/portfolio prior to application to external credentialing organizations. Final credentialing assessment and award of the external credential is awarded by the external credentialing organization.

CIPS Code: 13.1210

Program Notes:
Indians may be required to meet current state/local regulatory requirements such as fingerprint clearance, health/immunization record and/or CPR certificate.

Required Core: 3
ECH253* National Credential Portfolio Development 3

Academic Specialization: 13
Students must complete one of the following
categories:

Family Child Care
CFS163 Family Child Care: Introduction to Business Management 3
CFS164 Family Child Care: Curriculum and Environment 3
EED205 The Developing Child: Prenatal to Age Eight 3
EED215 Early Learning: Health, Safety, Nutrition and Fitness 3
EED260* Early Childhood Infant/Toddler Internship (1) OR
EED261* Early Childhood Preschool Internship (1) 1

Infant Toddler
EED205 The Developing Child: Prenatal to Age Eight 3
EED215 Early Learning: Health, Safety, Nutrition and Fitness 3
EED260* Early Childhood Infant/Toddler Internship (1) OR
EED261 Early Childhood Preschool Internship (1) 1
ITD210* Early Attachments, Relationships, and Families: Birth to Age Three 3
ITD220* Cognition and Communication: Birth to Age Three 3

Preschool
ECH128 Early Learning: Play and the Arts 3
EED205 The Developing Child: Prenatal to Age Eight 3
EED212 Guidance, Management and the Environment 3
EED215 Early Learning: Health, Safety, Nutrition and Fitness 3
EED261* Early Childhood Preschool Internship 1

Home Visitor
CFS190 Home-Based Visitation 3
CFS205 Human Development 3
CFS220 Introduction to Parenting and Family Development 3
CFS225 Foundations of Parent Education 3
FCS260* Family and Consumer Science Internship 1

School Age
CFS167 School-Age Child Care Provider 3
CFS/ECH176 Child Development 3
CFS206 Child and Family Organizations: Management and Administration 3
EED215 Early Learning: Health, Safety, Nutrition and Fitness 3
FCS260* Family and Consumer Science Internship 1

Certificate(s) or Degree(s) Awarded:
Academic Certificate in:
Child and Family Professional Development
(16 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

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

Certificate of Completion in Computer Usage and Applications

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

CIPS Code: 11.1006

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

Required Courses: 17

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
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<tr>
<td>CIS113DE</td>
<td>Microsoft Word: Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>CIS114DE</td>
<td>Excel Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td>CIS117DM</td>
<td>Microsoft Access: Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS118AB</td>
<td>PowerPoint: Level I</td>
<td>1</td>
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<tr>
<td>CIS121AE</td>
<td>Windows Operating System: Level I</td>
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</tr>
<tr>
<td>CIS133AA</td>
<td>Internet/Web Development Level I-A (1) AND</td>
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<tr>
<td>CIS133BA*</td>
<td>Internet/Web Development Level I-B (1) AND</td>
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<tr>
<td>CIS133CA*</td>
<td>Internet/Web Development Level I-C (1) <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>CIS133DA</td>
<td>Internet/Web Development Level I (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate of Completion in Advanced Computer Usage and Applications

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

CIPS Code: 11.1006

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

Required Courses: 36

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS118BB*</td>
<td>PowerPoint: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS122AE*</td>
<td>Windows Operating System: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS124AA</td>
<td>Project Management Software: Level I</td>
<td>1</td>
</tr>
<tr>
<td>CIS124BA*</td>
<td>Project Management Software: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS123DE*</td>
<td>Advanced Microsoft Word: Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>CIS214DE*</td>
<td>Advanced Excel Spreadsheet: Level II</td>
<td>3</td>
</tr>
<tr>
<td>CIS217AM*</td>
<td>Advanced Microsoft Access: Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS233DA*</td>
<td>Internet/Web Development Level II</td>
<td>3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Certificate of Completion in Digital Design

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

CIPS Code: 50.0409

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

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

Required Courses: 35

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion in Computer Usage and Applications</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>CIS120DB</td>
<td>Computer Graphics: Adobe Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>CIS120DF</td>
<td>Computer Graphics: Adobe Photoshop</td>
<td>3</td>
</tr>
<tr>
<td>CIS124AA</td>
<td>Project Management Software: Level I</td>
<td>1</td>
</tr>
<tr>
<td>CIS124BA*</td>
<td>Project Management Software: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS138DA*</td>
<td>Desktop Design and Publishing Using Adobe InDesign</td>
<td>3</td>
</tr>
<tr>
<td>CIS140*</td>
<td>Survey of Multimedia Technology</td>
<td>2</td>
</tr>
<tr>
<td>CIS220DF*</td>
<td>Advanced PhotoShop</td>
<td>3</td>
</tr>
<tr>
<td>CIS288*</td>
<td>Digital Design Portfolio</td>
<td>2</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Certificate of Completion in Networking: Design and System Support

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

CIPS Code: 11.0901

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

Required Courses: 35

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion in Computer Usage and Applications</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>BPC125</td>
<td>Microcomputer Set Up and Maintenance</td>
<td>1</td>
</tr>
<tr>
<td>BPC170*</td>
<td>Computer Maintenance I: A+ Essentials Prep</td>
<td>3</td>
</tr>
<tr>
<td>BPC225*</td>
<td>Computer Configuration and Enhancement</td>
<td>1</td>
</tr>
<tr>
<td>BPC278*</td>
<td>Software Installation - MS Windows</td>
<td>3</td>
</tr>
<tr>
<td>CIS122AE*</td>
<td>Windows Operating System: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS190*</td>
<td>Introduction to Local Area Networks</td>
<td>3</td>
</tr>
<tr>
<td>CIS225*</td>
<td>Business Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS240*</td>
<td>Local Area Network Planning and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Programming

The Certificate of Completion (CCL) in Programming is designed to prepare the student to work in the programming field. Courses focus on programming theory, Java programming, Visual Basic programming, and web programming.

CIPS Code: 11.0201

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

Required Courses: 35
Certificate of Completion in Computer Usage and Applications 17
CIS150* Programming Fundamentals 3
CIS159* Visual Basic Programming I 3
CIS162xx* C Programming I (any module) 3
CIS163AA* Java Programming: Level I 3
CIS259* Visual Basic Programming II 3
CIS263AA* Java Programming: Level II 3

Certificate of Completion in Web Design: User Interface

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

CIPS Code: 11.0801

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

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

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

**Restricted Electives:** 3-4

Students must choose 3-4 credits of restricted electives from the list below.

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

**General Education Requirements:** 22-25

**General Education Core:** 12-15

**First-Year Composition:** 6

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

**Oral Communication** 3

- COM100 Introduction to Human Communication
  **SUN:** COM1100

**Critical Reading** 0-3

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

Equivalent as indicated by assessment

**Mathematics** 3

- MAT102* Mathematical Concepts/Applications (3)
  **OR**

Satisfactory completion of a higher level mathematics course

**General Education Distribution:** 10

**Humanities and Fine Arts** 3

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

**Social and Behavioral Sciences** 3

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

**Natural Sciences** 4

Any approved general education course in the Natural Sciences area.

**Certificate(s) or Degree(s) Awarded:**

Certificate of Completion in:

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

Associate in Applied Science in:

- Computer Technology (61-64 credits)

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

**Minimum GPA 2.00**

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

Academic Certificate in Creative Writing

The Academic Certificate (AC) in Creative Writing is designed to provide students and professional writers with access to a community of writers and creative writing activities, instruction and guidance from established authors, and ongoing support in improving their writing skills and marketing their work. As students take courses in the program, they will build a portfolio of original work that may be used to seek admittance to a bachelor’s or master’s level creative writing program or that may include work to be submitted for publication. The program offers classes, workshops, and other activities such as readings and contests, which are accessible to writers of all levels regardless of academic or professional standing. The program serves many students, especially women, minorities, seniors, and working adults, who are under-represented in traditional creative writing programs because of cultural, dialect or language differences, scheduling difficulties, financial need, or lack of academic experience. Completion of the certificate does not lead to a particular degree program, but may aid students in their pursuit of a career in the writing professions and in their continued enjoyment of writing for personal growth.

CIPS Code: 23.1302

Admission Criteria:

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

Required Courses: 21

- ENG210 may be substituted for CRW150 with permission of Program Director.
- CRW150 Introduction to Creative Writing (3)
- OR
- CRW155 Bilingual Creative Writing (3) 3
- CRW200 must be repeated for a total of two (2) credits.
- CRW200* Readings for Writers (1) 2
- CRW201* Portfolio (1) 1

Students must complete six (6) credits from Series I and nine (9) credits from Series II in consultation with a Program Director.

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

Series I:
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:
Students must complete three (3) of the following courses for a total of nine (9) credits.

CRW202* The Writer as Witness 3
CRW203* Dialogue 3
CRW204* Journaling 3
CRW220* Intermediate Writing Children's Literature 3
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
CRW275* Writing the Mystery Story 3
CRW281* Topics in Writing: Non-Fiction 3
CRW290* Intermediate Screenwriting 3
CRW291* Topics in Writing: Plays 3

Restricted Electives: 3
COM243 Interpreter's Theatre 3
CRWxxx* Any CRW Creative Writing prefixed course not listed under Required Courses area. 1-3
ENG217* Personal and Exploratory Writing 3
ENG219* Life Stories 3
ENG235 Magazine Article Writing 3
ENG236* Magazine Writer's Workshop 3
ENG/THE260 Film Analysis 3
ENHxxx* Any ENH English Humanities prefixed course 3
HUM/THE210 Contemporary Cinema 3
THE220* Modern Drama 3
COM/THP241* Oral Interpretation of Literature 3

Certificate(s) or Degree(s) Awarded:
Academic Certificate in:
Creative Writing (24 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.

Students are encouraged to see an Academic Advisor for CRW prefixed course selections that are currently being offered at Rio Salado College.
The Maricopa Community Colleges Allied Health or Nursing Program

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

Allied Health or Nursing Assumption of Risk/Release of Liability

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

Allied Health or Nursing College of Attendance

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

MCCCD Required Background Checks

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

The sole program for which the background check requirements are different is the Emergency Medical Technician program. For that program, students must have obtained a Level I 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 Maricopa Community Colleges Allied Health or Nursing Program

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

1. National Federal Health Care and Abuse Databases
2. Social Security Number Verification
3. Residency History
4. Arizona Statewide Criminal offense Databases
5. Nationwide Criminal offense Databases
7. Homeland Security Watch Lists

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

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

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

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

Students Accepted in a Program before September 1, 2011

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

Duty to Report Changes; Removal

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

* Indicates course has a Prerequisite and/or Corequisite.
The Maricopa Community Colleges Allied Health or Nursing Program

Additional Clinical Agency Background Check

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

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

Inability to Place

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

Changes to Admission or Background Check Requirements

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

No Guarantee of Receipt of Licensure/Certificate

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

* Indicates course has a Prerequisite and/or Corequisite.
Dental Assisting (Clinical)

Certificate of Completion in Clinical Dental Assisting

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

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

IPS Code: 51.0601

Admission Criteria:

A high school diploma or GED equivalency is required.

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

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

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

Completion of Program Prerequisites with a “C” or better.

Formal application and acceptance into the Clinical Dental Assisting Program.

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

Program Prerequisites: 7.5-8

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<th>Title</th>
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<td>ENG1101</td>
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<td>ENG107*</td>
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<td>BIO156*</td>
<td>Introductory Biology for Allied Health</td>
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<td>BIO160</td>
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<td>OR</td>
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Required Courses: 26.5

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<td>CDA285*</td>
<td>Clinical Dental Assisting Seminar</td>
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<td>CDA290*</td>
<td>Internship for Clinical Dental Assistants</td>
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<td>DAE112*</td>
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<td>DAE156*</td>
<td>Dental Assisting II</td>
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<td>DAE256*</td>
<td>Dental Assisting IV</td>
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* Indicates course has a Prerequisite and/or Corequisite.
Dental Assisting (Clinical)

Associate in Applied Science in Clinical Dental Assisting

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

CIPS Code: 51.0601

Admission Criteria:

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

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

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

Completion of Program Prerequisites with a “C” or better.

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

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

Required Courses: 34-34.5
- Certificate of Completion in Clinical Dental Assisting 34-34.5

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

General Education Requirements: 22-25

General Education Core: 9-12

First-Year Composition 3
Met by ENG101 or ENG107 in the Required Courses area

AND

ENG102* First-Year Composition (ENG1102 (3))

OR

ENG108* First-Year Composition for ESL (3)

OR

ENG111* Technical and Professional Writing (3)

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

Critical Reading 0-3

CRE101* College Critical Reading (3)

OR

Equivalent as indicated by assessment

Mathematics 3

MAT102* Mathematical Concepts/Applications (3)

OR

Equivalent course

OR

Satisfactory completion of a higher level mathematics course

* Indicates course has a Prerequisite and/or Corequisite.

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Dental Assisting (Clinical)

General Education Distribution: 13

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

Social and Behavioral Sciences 6
PSY101  Introduction to Psychology
PSY1101  (3)
AND
SOC101  Introduction to Sociology
SOC1101  (3)

Natural Sciences 4
BIO156*  Introductory Biology for Allied Health (4)
OR
BIO160  Introduction to Human Anatomy and Physiology (4)
OR
BIO201*  Human Anatomy and Physiology I
BIO2201  (4)

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Clinical Dental Assisting (34-34.5 credits)
Associate in Applied Science in:
Clinical Dental Assisting (60 credits)
Students must earn a grade “C” or better for all courses required within the program.

Minimum GPA 2.00

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

**Associate in Applied Science in Dental Hygiene**

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

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

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

**CIPS Code: 51.0602**

**Program Notes:**

Students must earn a grade of “C” or better for all courses that will be applied toward the degree. All General Education requirements are met by program prerequisites as indicated. Students should consult with an advisor in selecting courses to meet the General Education areas.

**Admission Criteria:**

A high school diploma or GED equivalency is required. Ability to fully participate in classroom, laboratory, or clinical setting program activities. Submit current CPR card for Health Care Provider and maintain current status throughout the program. Complete and submit the required proof of immunity and health declaration form signed by a licensed health care provider. Submit to a drug screening and demonstrate negative results. Submit current Level One Fingerprint Clearance Card.

Completion of program prerequisites. Formal application and admission to the program is required.

**Program Prerequisites: 40-44.5**

The credit hour ranges are subject to change depending on the students’ educational experiences. Students must select one of the following two options.

**Option 1:**

Biology courses (BIO156 and BIO181) and HCC course (HCC109) may be waived by the Program Director for the student who has one year of high school biology and the current CPR certification at the health care provider or professional rescuer level.

- BIO156* Introductory Biology for Allied Health (4)
- BIO181* General Biology (Majors) I (4)
- BIO202* Human Anatomy and Physiology II (4)
- BIO205* Microbiology (4)
- CHM138* Chemistry for Allied Health Laboratory (3)
- CHM138LL* Chemistry for Allied Health Laboratory (1)
- HCC109 CPR for Health Care Provider (.05)

Current CPR certification at the health care provider

- Professional rescuer level 0.5

* Indicates course has a Prerequisite and/or Corequisite.
## Dental Hygiene

### General Education Requirements: 28

**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

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

**Mathematics** 3

- MAT102* Mathematical Concepts/Applications (3)
- Equivalent course
- OR Satisfactory completion of a higher-level mathematics course

**General Education Distribution:** 13

**Humanities and Fine Arts** 3

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

**Natural Sciences** 4

- BIO201* Human Anatomy and Physiology I (4)

**Social and Behavioral Sciences** 6

- PSY101 Introduction to Psychology (3)
- SOC101 Introduction to Sociology (3)

### Option 2: 44.5

- BIO156* Introductory Biology for Allied Health (4)
- BIO181* General Biology (Majors) I (4)
- One year of high school biology 4

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<tr>
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<th>Description</th>
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<tr>
<td>BIO202*</td>
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<td>CHM138*</td>
<td>Chemistry for Allied Health Laboratory</td>
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<td>HCC109</td>
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* Indicates course has a Prerequisite and/or Corequisite.
Dental Hygiene

Social and Behavioral Sciences

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Required Courses: 58

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<td>DHE112*</td>
<td>Oral Pathology</td>
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<td>DHE115*</td>
<td>Emergency Medicine</td>
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<td>DHE117*</td>
<td>Dental Radiography</td>
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<td>DHE119*</td>
<td>Head and Neck Anatomy</td>
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<td>Pre-Clinical Dental Hygiene</td>
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<td>Dental Anatomy, Embryology and Histology</td>
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<td>DHE127*</td>
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<td>Dental Materials Laboratory</td>
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</tr>
<tr>
<td>DHE212*</td>
<td>Dental Hygiene Theory II</td>
<td>2</td>
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<td>DHE213*</td>
<td>Dental Hygiene Clinic II</td>
<td>5</td>
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<td>DHE219*</td>
<td>Practice Management</td>
<td>2</td>
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<tr>
<td>DHE225*</td>
<td>Periodontics</td>
<td>3</td>
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<td>DHE227*</td>
<td>Dental Anesthesia</td>
<td>2</td>
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<td>DHE229*</td>
<td>Community Oral Health</td>
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<tr>
<td>DHE232*</td>
<td>Dental Hygiene Theory III</td>
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<tr>
<td>DHE233*</td>
<td>Dental Hygiene Clinic III</td>
<td>5</td>
</tr>
</tbody>
</table>

General Education Requirements: 0

General Education Core: 0

First-Year Composition 0

Oral Communication 0

Critical Reading 0

Mathematics 0

Met by MAT102 Mathematical Concepts/Applications

OR

Equivalent course

OR

Satisfactory completion of a higher-level mathematics course

General Education Distribution: 0

Humanities and Fine Arts 0

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

Social and Behavioral Sciences 0

Met by PSY101 Introduction to Psychology

AND

SOC101 Introduction to Sociology in the Program Prerequisites area.

Natural Sciences 0

Met by BIO201 Human Anatomy and Physiology I in the Program Prerequisites area.

Certificate(s) or Degree(s) Awarded:

Associate in Applied Science in:

Dental Hygiene (98-102.5 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Dental Office Management

**Associate in Applied Science in Dental Office Management**

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

**CIPS Code: 51.0705**

**Required Courses:** 16.5

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

**Restricted Electives:** 22

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

- CDAxxx  Any CDA Clinical Dental Assisting course. (1-22)
- CDHxxx  Any CDH Community Dental Health course. (1-22)
- DAExxx  Any DAE Dental Assisting Education course. (1-22)
- DHExxx  Any DHE Dental Hygiene Education course. (1-22)

**General Education Requirements:** 22-25

**General Education Core:** 12-15

**First-Year Composition** 6

- ENG101*  First-Year Composition
- ENG107*  First-Year Composition for ESL (3)  OR  ENG102*  First-Year Composition
- ENG108*  First-Year Composition for ESL (3)

**Oral Communication** 3

Any approved general education course in the Oral Communication area.

**Critical Reading** 0-3

Any approved general education course in the Critical Reading area.

**Mathematics** 3

- MAT102*  Mathematical Concepts/Applications (3)  OR  Equivalent as indicated by assessment

**General Education Distribution:** 10

**Humanities and Fine Arts** 3

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

**Social and Behavioral Sciences** 3

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

**Natural Sciences** 4

Any approved general education course in the Natural Sciences area.

**Certificate(s) or Degree(s) Awarded:**

Associate in Applied Science in:

- Dental Office Management (60.5-63.5 credits)

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

**Minimum GPA 2.00**

* Indicates course has a Prerequisite and/or Corequisite.
Early Childhood Administration and Management

Associate in Applied Science in Early Childhood Administration and Management

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

CIPS Code: 13.0401

Required Courses: 35

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

Restricted Electives: 3

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

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

General Education Requirements: 25-27

General Education Core: 15-17

First-Year Composition 6

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

Oral Communication 3

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

Critical Reading 3

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

* Indicates course has a Prerequisite and/or Corequisite.
Early Childhood Administration and Management

Mathematics 3-5
MAT102* Mathematical Concepts/Applications (3)
OR
MAT120* Intermediate Algebra (5)
OR
MAT121* Intermediate Algebra (4)
OR
MAT122* Intermediate Algebra (3)
OR
Equivalent as indicated by assessment
OR
Approved mathematics course which is required in a specific AAS program
OR
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10
Humanities and Fine Arts 3
EDU/ENH291 Children's Literature
Social and Behavioral Sciences 3
CFS205 Human Development
Natural Sciences 4
Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:
Associate in Applied Science in:
   Early Childhood Administration and Management (63-65 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Early Learning and Development

Certificate of Completion in Family Child Care Management

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

CIPS Code: 19.0706

Required Courses: 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS163</td>
<td>Family Child Care: Introduction to Business Management</td>
<td>3</td>
</tr>
<tr>
<td>CFS164</td>
<td>Family Child Care: Curriculum and Environment</td>
<td>3</td>
</tr>
<tr>
<td>CFS207</td>
<td>Organization and Community Leadership in Child and Family Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EED205</td>
<td>The Developing Child: Prenatal to Age Eight</td>
<td>3</td>
</tr>
<tr>
<td>EED215</td>
<td>Early Learning: Health, Safety, Nutrition and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>Early Childhood Infant/Toddler Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

Certificate of Completion in Infant and Toddler Development

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

CIPS Code: 19.0706

Required Courses: 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED205</td>
<td>The Developing Child: Prenatal to Age Eight</td>
<td>3</td>
</tr>
<tr>
<td>EED215</td>
<td>Early Learning: Health, Safety, Nutrition and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>Early Childhood Infant/Toddler Internship</td>
<td>1</td>
</tr>
<tr>
<td>ITD200*</td>
<td>The Physical Child: Birth to Age Three</td>
<td>3</td>
</tr>
<tr>
<td>ITD210*</td>
<td>Early Attachments, Relationships, and Families: Birth to Age Three</td>
<td>3</td>
</tr>
<tr>
<td>ITD220*</td>
<td>Cognition and Communication: Birth to Age Three</td>
<td>3</td>
</tr>
</tbody>
</table>

Associate in Applied Science in Early Learning and Development

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

CIPS Code: 19.0706

* Indicates course has a Prerequisite and/or Corequisite.
## Early Learning and Development

### Required Courses: 32

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

### Restricted Electives: 9

Students must complete one of the following Blocks:

#### Block One: Infant and Toddler Development:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITD200*</td>
<td>The Physical Child: Birth to Age Three</td>
<td>3</td>
</tr>
<tr>
<td>ITD210*</td>
<td>Early Attachments, Relationships, and Families: Birth to Age Three</td>
<td>3</td>
</tr>
<tr>
<td>ITD220*</td>
<td>Cognition and Communication: Birth to Age Three</td>
<td>3</td>
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</tbody>
</table>

#### Block Two: Family Child Care Management:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CFS163</td>
<td>Family Child Care: Introduction to Business Management</td>
<td>3</td>
</tr>
<tr>
<td>CFS164</td>
<td>Family Child Care: Curriculum and Environment</td>
<td>3</td>
</tr>
<tr>
<td>CFS207</td>
<td>Organization and Community Leadership in Child and Family Organizations</td>
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</table>

### Block Three: Early Childhood Business Management:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CFS206</td>
<td>Child and Family Organizations: Management and Administration</td>
<td>3</td>
</tr>
<tr>
<td>CFS207</td>
<td>Organization and Community Leadership in Child and Family Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CFS208</td>
<td>Child and Family Organizations: Fiscal Management and Grant Writing</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSxxx</td>
<td>Any CFS Child/Family Studies course(s)</td>
<td>1-9</td>
</tr>
<tr>
<td>ECHxxx</td>
<td>Any ECH Early Childhood Education course(s) except courses used to satisfy Required Courses area</td>
<td>1-9</td>
</tr>
<tr>
<td>EEDxxx</td>
<td>Any EED Early Education course(s) except courses used to satisfy Required Courses area</td>
<td>1-9</td>
</tr>
<tr>
<td>ITDxxx</td>
<td>Any ITD Infant/Toddler Development course(s)</td>
<td>1-7</td>
</tr>
<tr>
<td>FCSxxx</td>
<td>Any FCS Family and Consumer Science course(s)</td>
<td>1-9</td>
</tr>
</tbody>
</table>

### General Education Requirements: 22-27

#### General Education Core: 12-17

- **First-Year Composition: 6**
  - ENG101* First-Year Composition
  - ENG107* First-Year Composition for ESL
  - ENG102 First-Year Composition
  - ENG108* First-Year Composition for ESL

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

- **Critical Reading: 0-3**
  - CRE101 College Critical Reading
  - Equivalent as indicated by assessment

* Indicates course has a Prerequisite and/or Corequisite.
Early Learning and Development

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

General Education Distribution: 10

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

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

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
- Family Child Care Management (16 credits)
- Infant and Toddler Development (16 credits)
Associate in Applied Science in:
- Early Learning and Development (63-68 credits)

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

Minimum GPA 2.00

*Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in eLearning Design Specialist

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

CIPS Code: 13.0501

Required Courses: 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELN101</td>
<td>eLearning Design Level I</td>
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<tr>
<td>ELN102</td>
<td>eLearning Media Level I</td>
<td>3</td>
</tr>
<tr>
<td>ELN110</td>
<td>Introduction to eLearning Environments</td>
<td>3</td>
</tr>
<tr>
<td>ELN120</td>
<td>Organizing and Evaluating eLearning Projects</td>
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</tr>
<tr>
<td>ELN202*</td>
<td>eLearning Media Level II</td>
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</tr>
<tr>
<td>ELN204*</td>
<td>eLearning Design Level II</td>
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<tr>
<td>ELN290AA*</td>
<td>eLearning Design Internship (1)</td>
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<td></td>
<td>OR</td>
<td></td>
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<tr>
<td>ELN290AB*</td>
<td>eLearning Design Internship (2)</td>
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<td>OR</td>
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<tr>
<td>ELN290AC*</td>
<td>eLearning Design Internship (3)</td>
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</table>

Required Courses: 21

Certifi cate of Completion in eLearning Design Specialist

Restricted Electives: 18

<table>
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<tr>
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<th>Credits</th>
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<tr>
<td>ART184*</td>
<td>Computer Animation</td>
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<tr>
<td>BPC110</td>
<td>Computer Usage and Applications</td>
<td></td>
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<tr>
<td>BP138AA*</td>
<td>Windows Desktop Design and Publishing</td>
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<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
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<td></td>
<td>CIS1120</td>
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<tr>
<td>CIS118AB</td>
<td>Power Point: Level I</td>
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<tr>
<td>CIS118BB*</td>
<td>Power Point: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS120DB</td>
<td>Computer Graphics: Adobe Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>CIS120DC</td>
<td>Flash: Digital Animation</td>
<td>3</td>
</tr>
<tr>
<td>CIS120DF</td>
<td>Computer Graphics: Adobe Photoshop</td>
<td>3</td>
</tr>
<tr>
<td>CIS124AA</td>
<td>Project Management Software: Level I</td>
<td>1</td>
</tr>
<tr>
<td>CIS124BA*</td>
<td>Project Management Software: Level II</td>
<td>1</td>
</tr>
<tr>
<td>CIS133DA</td>
<td>Internet/Web Development Level I</td>
<td>3</td>
</tr>
<tr>
<td>CIS140*</td>
<td>Survey of Multimedia Technology</td>
<td>2</td>
</tr>
<tr>
<td>CIS151*</td>
<td>Computer Game Development: Level I</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
eLearning Design Specialist

CIS233DC*  Internet Web Development: Dreamweaver 3
CIS236*  Web-Based Teaching and Learning I 2
CIS237*  Web-Based Teaching and Learning II 3
COM263  Elements of Intercultural Communication 3
ELNxxx  Any ELN eLearning course not listed in the Required Courses area 3
GBS131  Business Calculations 3
GBS233*  Business Communication 3
MGT101  Techniques of Supervision 3
MGT175  Business Organization and Management 3
MGT251  Human Relations in Business 3

General Education Requirements: 25
General Education Core: 15
First-Year Composition 6
ENG101*  First-Year Composition 3
ENG107*  First-Year Composition for ESL 3
AND
ENG102*  First-Year Composition 3
OR
ENG108*  First-Year Composition for ESL 3
OR
ENG111*  Technical and Professional Writing 3

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

Mathematics 3
MAT122*  Intermediate Algebra (3)
OR
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10
Humanities and Fine Arts 3
Any approved general education course in the Humanities and Fine Arts area

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
eLearning Design Specialist (21 credits)
Associate in Applied Science in:
eLearning Design Specialist (64 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
## Certificate of Completion in Family Engagement Specialist

The Certificate of Completion (CCL) in Family Engagement Specialist program is designed to prepare students to work as School Liaisons or Teaching Assistants with an emphasis in Family Engagement strategies in K-12 school environments. The program provides opportunities for students to develop leadership and communication skills and covers parental engagement, adolescent development, and cultural awareness. The history of and current issues in education are also addressed.

**CIPS Code: 13.1501**

### Program Prerequisites:

High School diploma or GED equivalent.

### Required Courses: 25

Students are required to take each pair of courses grouped below concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CPD115</td>
<td>Creating College Success</td>
<td>1</td>
</tr>
<tr>
<td>EFE201</td>
<td>Family Engagement Specialist</td>
<td>0.5</td>
</tr>
<tr>
<td>CFS225</td>
<td>Foundations of Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>EFE202</td>
<td>Family Engagement Specialist: Parent Education</td>
<td>0.5</td>
</tr>
<tr>
<td>PSY201AC</td>
<td>Selected Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EFE203</td>
<td>Family Engagement Specialist: Adolescent Behavior</td>
<td>0.5</td>
</tr>
<tr>
<td>EDU230</td>
<td>Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EFE205</td>
<td>Family Engagement Specialist: Cultural Diversity</td>
<td>0.5</td>
</tr>
<tr>
<td>COM225</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EFE206</td>
<td>Family Engagement Specialist: Public Speaking</td>
<td>0.5</td>
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<tr>
<td>EDU221</td>
<td>Introduction to Education</td>
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</tr>
<tr>
<td>EFE207</td>
<td>Family Engagement Specialist: Introduction to Education</td>
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<tr>
<td>ENG101</td>
<td>First-Year Composition</td>
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<tr>
<td>EFE204</td>
<td>Family Engagement Specialist: Written Communication</td>
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<tr>
<td>CPD103BL</td>
<td>Dynamics of Leadership</td>
<td>2</td>
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<tr>
<td>EFE208</td>
<td>Family Engagement Specialist: Leadership</td>
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</tr>
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</table>

### Certificate(s) or Degree(s) Awarded:

Certification of Completion in:

- Family Engagement Specialist (25 credits)

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

### Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Family Life Education

Certificate of Completion in Adolescent Development

The Certificate of Completion (CCL) in Adolescent Development is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, crisis intervention programs, group homes and halfway houses, social service agencies (both private and State/local government), agencies for individuals with disabilities, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0799

Required Courses: 19

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
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<td>3</td>
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</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS1120</td>
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</tr>
<tr>
<td>CFS183</td>
<td>Contemporary Issues in Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>CFS249</td>
<td>Transition to Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>CFS277</td>
<td>Adult-Age Issues</td>
<td>3</td>
</tr>
<tr>
<td>FCS250*</td>
<td>Portfolio Development and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
<td>1</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology</td>
<td>3</td>
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</tbody>
</table>

Certificate of Completion in Adult Development and Aging

The Certificate of Completion (CCL) in Adult Development and Aging is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0702

Required Courses: 19

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<th>Course Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>BPC110</td>
<td>Computer Usage and Applications</td>
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</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS1120</td>
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<td></td>
</tr>
<tr>
<td>CFS190</td>
<td>Introduction to Parenting and Family Development</td>
<td>3</td>
</tr>
<tr>
<td>CFS225</td>
<td>Foundations of Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>CFS243</td>
<td>Cross-Cultural Parenting</td>
<td>3</td>
</tr>
<tr>
<td>EED276</td>
<td>Global Child Development</td>
<td>3</td>
</tr>
<tr>
<td>FCS250*</td>
<td>Portfolio Development and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
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</tr>
</tbody>
</table>

Certificate of Completion in Parent Education

The Certificate of Completion (CCL) in Parent Education is designed to prepare individuals to enter the family life education with a focus on parent education. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, crisis intervention programs, social service agencies (both private and State/local government), and other child and family, community-based organizations.

CIPS Code: 19.0799

Required Courses: 19

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications</td>
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</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS1120</td>
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<tr>
<td>CFS190</td>
<td>Introduction to Parenting and Family Development</td>
<td>3</td>
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<tr>
<td>CFS225</td>
<td>Foundations of Parent Education</td>
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</tr>
<tr>
<td>CFS243</td>
<td>Cross-Cultural Parenting</td>
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<td>EED276</td>
<td>Global Child Development</td>
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<tr>
<td>FCS250*</td>
<td>Portfolio Development and Professional Writing</td>
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<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
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</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
Family Life Education

Certificate of Completion in Child and Family Organizations Management and Administration

The Certificate of Completion (CCL) in Child and Family Organizations Management and Administration is designed to prepare individuals to enter the family life education, human development, early childhood settings, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities within management and administration of programs such as: early childhood settings, adoption and foster care, adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0708

Required Courses: 19

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<tr>
<td>BPC110</td>
<td>Computer Usage and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CFS206</td>
<td>Child and Family Organizations: Management and Administration</td>
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</tr>
<tr>
<td>CFS207</td>
<td>Organization and Community Leadership in Child and Family Organizations</td>
<td>3</td>
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<tr>
<td>CFS208</td>
<td>Child and Family Organizations: Fiscal Management and Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>CFS209</td>
<td>Child and Family Organizations: Project Management</td>
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</tr>
<tr>
<td>FCS250*</td>
<td>Portfolio Development and Professional Writing</td>
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<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
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</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Associate in Applied Science in Family Life Education

The Associate in Applied Science (AAS) in Family Life Education is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

CIPS Code: 19.0707

Required Courses: 40

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<tbody>
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<td>BPC110</td>
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</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CFS205</td>
<td>Human Development</td>
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<td>CFS210</td>
<td>Family Life Education</td>
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<tr>
<td>CFS240</td>
<td>Human Behavior in Context</td>
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<td>CFS250</td>
<td>Social Policy and Families</td>
<td>3</td>
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<tr>
<td>CFS258*</td>
<td>Families in Society</td>
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<tr>
<td>CFS259*</td>
<td>Sexuality over the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>FCS250*</td>
<td>Portfolio Development and Professional Writing</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
<td>1</td>
</tr>
<tr>
<td>FON100</td>
<td>Introductory Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>
Family Life Education

Students must complete one of the following Blocks:

**Block One – Parent Education:** 12
- CFS190 Home-Based Visitation 3
- CFS220 Introduction to Parenting and Family Development 3
- CFS225 Foundations of Parent Education 3
- CFS243 Cross-Cultural Parenting 3
- OR
- EED276 Global Child Development 3

**Block Two – Adolescent Development:** 12
- CFS183 Contemporary Issues in Adolescence 3
- CFS249 Transition to Adulthood 3
- CFS277 Adult-Adolescent Interaction 3
- PSY101 Introduction to Psychology 3

**Block Three - Adult Development and Aging:** 12
- CFS247 Family Ties and Aging 3
- CFS249 Transition to Adulthood 3
- CFS251 Transitions: Work to Retirement 3
- CFS252 Contemporary Issues in Aging 3

**Block Four – Child and Family Organizations Management and Administration:** 12
- CFS206 Child and Family Organizations: Management and Administration 3
- CFS207 Organization and Community Leadership in Child and Family Organizations 3
- CFS208 Child and Family Organizations: Fiscal Management and Grant Writing 3
- CFS209 Child and Family Organizations: Project Management 3

**General Education Requirements:** 22-27

**General Education Core:** 12-17

**First-Year Composition** 6
- ENG101* First-Year Composition
- ENG102* First-Year Composition
- ENG107* First-Year Composition for ESL
- ENG108* First-Year Composition for ESL

**Oral Communication** 3
- COM110 Interpersonal Communication

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

**Mathematics** 3-5
- MAT102* Mathematical Concepts/Applications (3)
- MAT120* Intermediate Algebra (5)
- MAT121* Intermediate Algebra (4)
- MAT122* Intermediate Algebra (3)
- Equivalent as indicated by assessment

Satisfactory completion of a higher level mathematics course.

**General Education Distribution:** 10

**Humanities and Fine Arts** 3
- Any approved general education course in the Humanities and Fine Arts area.

**Social and Behavioral Sciences** 3
- CFS157 Marriage and Family Life

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

**Certificate(s) or Degree(s) Awarded:**
Certificate of Completion in:
- Adolescent Development (19 credits)
- Adult Development and Aging (19 credits)
- Child and Family Organization Management and Administration (19 credits)
- Parent Education (19 credits)

Associate in Applied Science in:
- Family Life Education (62-67 credits)

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

**Minimum GPA 2.00**

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

Certificate of Completion in General Business

The Certificate of Completion (CCL) in General Business is designed to provide business training for various entry-level positions in business. The courses include an introduction to business concepts, accounting and computer principles, and legal issues related to business. An Associate in Applied Science (AAS) is also available.

CIPS Code: 52.0101

Required Courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACC111</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GBS151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>GBS205</td>
<td>Legal, Ethical, and Regulatory Issues in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives: 9

Any ACC or GBS prefixed courses not listed in the Required Courses area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACCxxxx</td>
<td>Any ACC Accounting prefixed courses not listed under the Required Courses area.</td>
</tr>
<tr>
<td>GBSxxx</td>
<td>Any GBS General Business prefixed courses not listed under Required Courses area.</td>
</tr>
<tr>
<td>IBSxxx</td>
<td>Any IBS International Business prefixed courses</td>
</tr>
<tr>
<td>MGTxxx</td>
<td>Any MGT Management prefixed courses</td>
</tr>
<tr>
<td>MKTxxx</td>
<td>Any MKT Marketing prefixed courses</td>
</tr>
<tr>
<td>REAxxxx</td>
<td>Any REA Real Estate prefixed courses</td>
</tr>
<tr>
<td>SBSxxx</td>
<td>Any SBS Small Business Management prefixed courses</td>
</tr>
<tr>
<td>CIS114DE</td>
<td>Excel Spreadsheet</td>
</tr>
<tr>
<td>CIS117DM</td>
<td>Microsoft Access: Database Management</td>
</tr>
<tr>
<td>CIS133DA</td>
<td>Internet/Web Development Level I</td>
</tr>
</tbody>
</table>

Associate in Applied Science in General Business

The Associate in Applied Science (AAS) in General Business program is designed to meet the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve the student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. In addition, this program may aid a student in recognizing a specific business field to be pursued in future studies. Although many courses will transfer to a four-year institution, some courses do not. This curriculum is not designed to meet the needs of students who wish to transfer to a four-year institution. A Certificate of Completion (CCL) is also available.

CIPS Code: 52.0101

Program Prerequisites: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRE101*</td>
<td>College Critical Reading (3)</td>
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<td>OR</td>
<td>Equivalent by Assessment 3</td>
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Required Courses: 21

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ACC111</td>
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<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
</tr>
<tr>
<td>GBS110</td>
<td>Human Relations in Business and Industry (3) OR</td>
</tr>
<tr>
<td>MGT175</td>
<td>Business Organization and Management (3)</td>
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<td>MGT251</td>
<td>Human Relations in Business (3)</td>
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<tr>
<td>GBS151</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>GBS205</td>
<td>Legal, Ethical, and Regulatory Issues in Business</td>
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<tr>
<td>GBS233*</td>
<td>Business Communication</td>
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<tr>
<td>MKT271</td>
<td>Principles of Marketing</td>
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</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
Restricted Electives: 18
Any ACC, GBS, MGT, or MKT prefixed courses not listed in the Required Courses area.

ACCxxx Any ACC Accounting prefixed courses not listed under Required Courses area. 1-18
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
CIS133DA Internet/Web Development Level I 3
GBSxxx Any GBS General Business course(s) except courses used to satisfy Required Courses area. 1-18
IBSxxx Any IBS International Business course(s) 1-18
MGTxxx Any MGT Management course(s) except courses used to satisfy Required Courses area. 1-18
MKTxxx Any MKT Marketing course(s) except courses used to satisfy Required Courses area. 1-18
REAxxx Any REA Real Estate course(s) 1-18
SBSxxx Any SBS Small Business Management course(s) 1-18

Critical Reading 0
Met by CRE101 in Program Prerequisites area.

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

General Education Distribution: 10

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

Social and Behavioral Sciences 3
ECN211 Macroeconomic Principles
OR
ECN212 Microeconomic Principles
OR
SBU200 Society and Business (3)

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

General Education Requirements: 22-24

General Education Core: 12-14

First-Year Composition 6
ENG101* First-Year Composition SUN ENG1101 (3)
OR
ENG107* First-Year Composition for ESL (3)
AND
ENG102* First-Year Composition SUN ENG1102 (3)
OR
ENG108* First-Year Composition for ESL (3)

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
General Business (21 credits)

Associate in Applied Science in:
General Business (61-63 credits)

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

Minimum GPA 2.00
K-12 eLearning

Academic Certificate in K-12 eLearning Design

The Academic Certificate (AC) in K-12 eLearning Design is designed to provide K-12 teachers with a foundation for eLearning Design. Students will be presented with information to develop knowledge and skills in design theory, models of instructional design, course management systems, and eLearning technology. Courses are also designed to prepare students to create and use internal and external evaluation tools and assessments. Courses may lead to Arizona Department of Education endorsement.

CIPS Code: 13.0501

Admission Criteria:
Must hold a provisional or standard elementary, or secondary, or special education teaching certificate.

Required Courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELN100*</td>
<td>Foundations of eLearning Design for K-12</td>
<td>3</td>
</tr>
<tr>
<td>ELN103*</td>
<td>K-12 eLearning Technology and Media</td>
<td>3</td>
</tr>
<tr>
<td>ELN121*</td>
<td>Evaluating K-12 eLearning</td>
<td>3</td>
</tr>
<tr>
<td>ELN122*</td>
<td>K-12 eLearning Assessment Creation</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:
Academic Certificate in:
- K-12 eLearning Design (12 credits)
- K-12 Online Teaching (18 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.

Academic Certificate in K-12 Online Teaching

The Academic Certificate (AC) in K-12 Online Teaching is designed to provide K-12 teachers with a foundation for teaching online classes. Students will review online discipline issues, parental involvement and communication, and legal issues. Courses are also designed to prepare students to design and facilitate the online classroom experience. Courses may lead to Arizona Department of Education endorsement.

CIPS Code: 13.0501

Admission Criteria:
Must hold a provisional or standard elementary, or secondary, or special education teaching certificate.

Required Courses: 18

<table>
<thead>
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<td>ELN105*</td>
<td>Classroom Management in K-12 eLearning (3)</td>
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<td>ELN106*</td>
<td>Discipline and Behavior in K-12 eLearning (3)</td>
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<td>ELN107*</td>
<td>Parent Communication and Involvement in K-12 eLearning</td>
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<td>ELN108*</td>
<td>Legal Issues in K-12 eLearning</td>
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<tr>
<td>ELN109*</td>
<td>Engaging K-12 eLearners</td>
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<tr>
<td>ELN112*</td>
<td>Methods of Building and Facilitating eLearning: 9-12</td>
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<tr>
<td>ELN113*</td>
<td>Methods of Building and Facilitating eLearning: K-8</td>
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</table>

Certificate(s) or Degree(s) Awarded:
Academic Certificate in:
- K-12 eLearning Design (12 credits)
- K-12 Online Teaching (18 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
**Language and Literary Culture of the USA**

**Academic Certificate in Language and Literary Culture of the USA**

The Academic Certificate (AC) in Language and Literary Culture of the USA is a course of study designed to provide students a strong foundation in the oral and written structure and vocabulary of North American English, academic and professional reading and writing, and knowledge and appreciation of representative literature and culture of the USA in all its diversity.

**CIPS Code: 13.9999**

**Required Courses:** 13-16

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tr>
<td>ENG107*</td>
<td>First-Year Composition for ESL (3)</td>
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<tr>
<td>ENG102*</td>
<td>First-Year Composition</td>
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<td>OR</td>
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<td>ENG108*</td>
<td>First-Year Composition for ESL (3)</td>
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<tr>
<td>ENG109*</td>
<td>Business Writing for ESL (3)</td>
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<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG111*</td>
<td>Technical and Professional Writing (3)</td>
<td>3</td>
</tr>
<tr>
<td>ENH111</td>
<td>Literature and the American Experience</td>
<td>3</td>
</tr>
<tr>
<td>CRE101*</td>
<td>College Critical Reading (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equivalent as indicated by assessment</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>ENG298AA*</td>
<td>Special Projects (1)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL298AA*</td>
<td>Special Projects (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Restricted Electives:** 9

Complete three courses from the following disciplines:

- ASBxxx Any ASB Anthropology course(s)
- COMxxx Any COM Communication course(s)
- EDUxxx Any EDU Education course(s)
- ENGxxx Any ENG English course(s) except courses used to satisfy Required Courses area.
- ENHxxx Any ENH English Humanities course(s)
- HISxxx Any HIS History course(s)
- HUMxxx Any HUM Humanities course(s)
- IBSxxx Any IBS International Business course(s)
- IGSxxx Any IGS Integrated Studies course(s)
- MUPxxx Any MUP Music: Performance course(s)
- PSYxxx Any PSY Psychology course(s)
- RELxxx Any REL Religious Studies course(s)
- SOCxxx Any SOC Sociology course(s)

**Certificate(s) or Degree(s) Awarded:**

- **Academic Certificate in Language and Literary Culture of the USA** (22-25 credits)

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

**Minimum GPA 2.00**

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

Academic Certificate in Language Studies

The Academic Certificate (AC) in Language Studies is designed to provide students with a foundation in the study of culture, language, and linguistic structures. Students will have the opportunity to develop oral and written communication skills in a language other than English.

**CIPS Code: 16.0199**

**Program Prerequisites:** 0-15

201-level proficiency in a language other than English as indicated by assessment or coursework.

**Required Courses:** 6-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC201</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must choose 3-5 credits in 202 or higher-level coursework in the language used to satisfy the program prerequisites.

**Restricted Electives:** 6-10

Students must choose two (2) courses from the list below. Prerequisites may not be used to satisfy the Restricted Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR/ASB202</td>
<td>Ethnic Relations in the United States</td>
</tr>
<tr>
<td>SOC140</td>
<td>Racial and Ethnic Minorities</td>
</tr>
<tr>
<td>COM263</td>
<td>Elements of Intercultural Communication</td>
</tr>
<tr>
<td>AHUxxxx</td>
<td>Any AHU Arabic Humanities course</td>
</tr>
<tr>
<td>ARBxxxx</td>
<td>Any ARB Arabic course</td>
</tr>
<tr>
<td>CHIxxx</td>
<td>Any CHI Chinese course</td>
</tr>
<tr>
<td>FLAxxx</td>
<td>Any FLA Foreign Language Acquisition course</td>
</tr>
<tr>
<td>FRExxx</td>
<td>Any FRE French course</td>
</tr>
<tr>
<td>GERxxx</td>
<td>Any GER German course</td>
</tr>
<tr>
<td>GRKxxx</td>
<td>Any GRK Greek course</td>
</tr>
<tr>
<td>HBRxxx</td>
<td>Any HBR Hebrew course</td>
</tr>
<tr>
<td>HEBxxx</td>
<td>Any HEB Hebrew course</td>
</tr>
<tr>
<td>IPPxxx</td>
<td>Any IPP Interpreter Preparation Program course</td>
</tr>
<tr>
<td>ITAxxx</td>
<td>Any ITA Italian course</td>
</tr>
<tr>
<td>ITHxxx</td>
<td>Any ITA Italian Humanities course</td>
</tr>
<tr>
<td>JPNxxx</td>
<td>Any JPN Japanese course</td>
</tr>
<tr>
<td>LATxxx</td>
<td>Any LAT Latin course</td>
</tr>
<tr>
<td>NAVxxx</td>
<td>Any NAV Navajo course</td>
</tr>
<tr>
<td>NVHxxx</td>
<td>Any NVH Navajo Humanities course</td>
</tr>
<tr>
<td>PIMxxx</td>
<td>Any PIM Pima course</td>
</tr>
<tr>
<td>PORxxx</td>
<td>Any POR Portuguese course</td>
</tr>
<tr>
<td>RUSxxx</td>
<td>Any RUS Russian course</td>
</tr>
<tr>
<td>SLCxxxx</td>
<td>Any SLC Studies in Language and Culture course</td>
</tr>
<tr>
<td>SLGxxxx</td>
<td>Any SLG Sign Language course</td>
</tr>
<tr>
<td>SPAxxxx</td>
<td>Any SPA Spanish course</td>
</tr>
<tr>
<td>SPHxxxx</td>
<td>Any SPH Spanish Humanities course</td>
</tr>
<tr>
<td>TRSxxx</td>
<td>Any TRS Translation and Interpretation course</td>
</tr>
</tbody>
</table>

**Certificate(s) or Degree(s) Awarded:**

Academic Certificate in:

Language Studies (12-18 credits)

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

**Minimum GPA 2.00**

* Indicates course has a Prerequisite and/or Corequisite.
# Law Enforcement Technology

## Certificate of Completion in Law Enforcement Technology

The Certificate of Completion (CCL) in Law Enforcement Technology program is designed as a preparatory certificate to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. This certificate does not lead to AZ Peace Officer certification.

**CIPS Code: 43.0107**

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET106</td>
<td>Patrol Procedures 2</td>
</tr>
<tr>
<td>LET109</td>
<td>Criminal Law 2</td>
</tr>
<tr>
<td>LET110</td>
<td>Fundamentals of Law Enforcement 3</td>
</tr>
<tr>
<td>LET125</td>
<td>Legal Aspects of Law Enforcement 2</td>
</tr>
<tr>
<td>LET127</td>
<td>Field Problems 2</td>
</tr>
<tr>
<td>LET146</td>
<td>Officer Survival 1</td>
</tr>
<tr>
<td>LET158</td>
<td>Fundamentals of First Aid Care for Law Enforcement 2</td>
</tr>
<tr>
<td>LET202</td>
<td>Traffic Procedures 2</td>
</tr>
<tr>
<td>LET203</td>
<td>Report Writing 2</td>
</tr>
<tr>
<td>LET211</td>
<td>Criminalistics 2</td>
</tr>
<tr>
<td>LET223</td>
<td>Search and Seizure 1</td>
</tr>
<tr>
<td>LET224</td>
<td>Crime Scene Investigations 4</td>
</tr>
<tr>
<td>LET228</td>
<td>Police Roles and Responsibilities 4</td>
</tr>
<tr>
<td>LET284</td>
<td>Professionalism Within Policing 4</td>
</tr>
<tr>
<td>LET285BA</td>
<td>Current Issues in Law Enforcement Technology 2</td>
</tr>
<tr>
<td>LET286</td>
<td>Modern Policing Strategies 4</td>
</tr>
</tbody>
</table>

## Associate in Applied Science in Law Enforcement Technology

The Associate in Applied Science (AAS) in Law Enforcement Technology program is designed to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. In addition, a Certificate of Completion (CCL) in Law Enforcement Technology Academy and a Certificate of Completion in Law Enforcement Technology are also available.

**CIPS Code: 43.0107**

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion in Law Enforcement Technology</td>
<td>39</td>
</tr>
</tbody>
</table>

### General Education Requirements: 25

#### General Education Core: 15

**First-Year Composition 6**

- ENG101* First-Year Composition
- ENG102* First-Year Composition
- ENG111* Technical and Professional Writing (3)

**Oral Communication 3**

- COM100 Introduction to Human Communication
- COM230 Small Group Communication (3)

**Critical Reading 3**

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

**Mathematics 3**

Any approved general education course in the Mathematics area.

*Indicates course has a Prerequisite and/or Corequisite.
## Law Enforcement Technology

### General Education Distribution: 10

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

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

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

### Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:  
Law Enforcement Technology (39 credits)

Associate in Applied Science in:  
Law Enforcement Technology (64 credits)

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

### Minimum GPA 2.00
Military Leadership

Certificate of Completion in Military Leadership

The Military Leadership program is designed to provide active, guard, reserve, veteran or retired military personnel with leadership training that will develop and enhance their skills and professional opportunities. The coursework will cover communication methods, leadership styles, organizational behavior concepts, employee motivation, and the decision-making process. An emphasis is placed on leadership skills and current leadership challenges. The program includes a Certificate of Completion (CCL) in Military Leadership and an Associate in Applied Science (AAS) in Military Leadership.

CIPS Code: 52.0213

Admission Criteria:
Student must be an active, guard, reserve, veteran or retired member of the military.

Required Courses: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS1120</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>MGT229</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Public Sector Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also choose 6 military specific American Council on Education (ACE) recommended credits and have them approved by the department chair.

Associate in Applied Science in Military Leadership

The Military Leadership program is designed to provide active, guard, reserve, veteran or retired military personnel with leadership training that will develop and enhance their skills and professional opportunities. The coursework will cover communication methods, leadership styles, organizational behavior concepts, employee motivation, and the decision-making process. An emphasis is placed on leadership skills and current leadership challenges. The program includes a Certificate of Completion (CCL) in Military Leadership and an Associate in Applied Science (AAS) in Military Leadership.

CIPS Code: 52.0213

Admission Criteria:
Student must be an active, guard, reserve, veteran or retired member of the military.

Required Courses: 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Certificate of Completion in Military Leadership</td>
<td>18</td>
</tr>
<tr>
<td>PAD170</td>
<td>Public Sector Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives: 18

Students must choose 18 industry/job specific elective credits and have them approved by the department chair. These industry/job specific credits may include up to 18 military specific American Council on Education (ACE) recommended credits.

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>First-Year Composition for ESL</td>
<td>3</td>
</tr>
<tr>
<td>ENG107*</td>
<td>Technical and Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

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

General Education Distribution:  10

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

Social and Behavioral Sciences  3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Military Leadership (18 credits)
Associate in Applied Science in:
Military Leadership (64 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

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

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

Mathematics  3
MAT122*  Intermediate Algebra (3) OR
Satisfactory completion of a higher level mathematics course.

* Indicates course has a Prerequisite and/or Corequisite.
# Organizational Management

## Certificate of Completion in Organizational Leadership

The Certificate of Completion (CCL) in Organizational Leadership provides students with knowledge and skills needed in today’s changing workplace. The program develops leadership and communication skills and techniques for planning, directing, and evaluating business situations. This program also emphasizes procedures for effective allocation of time, money, materials, space, and personnel.

**CIPS Code: 52.0201**

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3)  OR</td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems 3</td>
</tr>
<tr>
<td>GBS110</td>
<td>Human Relations in Business and Industry (3)  OR</td>
</tr>
<tr>
<td>MGT251</td>
<td>Human Relations in Business (3) 3</td>
</tr>
<tr>
<td>GBS151</td>
<td>Introduction to Business 3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>Business Communication 3</td>
</tr>
<tr>
<td>MGT175</td>
<td>Business Organization and Management (3)  OR</td>
</tr>
<tr>
<td>TQM240</td>
<td>Project Management in Quality Organizations (3) 3</td>
</tr>
<tr>
<td>MGT101</td>
<td>Techniques of Supervision (3)  OR</td>
</tr>
<tr>
<td>MGT229</td>
<td>Management and Leadership I (3) 3</td>
</tr>
</tbody>
</table>

## Associate in Applied Science in Organizational Management

The Associate in Applied Science (AAS) in Organizational Management program provides students 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 develops leadership and communication skills and techniques for planning, directing, and evaluating business situations, with an emphasis on effective allocation of time, money, materials, space, and personnel. The curriculum combines coursework in leadership with a general education component.

**CIPS Code: 52.1003**

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion in Organizational Leadership 18</td>
<td></td>
</tr>
</tbody>
</table>

### Restricted Electives: 19-25

Students must choose 19-25 industry/job related course credits from any MCCCD occupational program and/or Academic Certificate. Industry/job related course credits must include a minimum of 9 credits with a common subject or theme. Program of study must be approved by the business department chair or designee.

### General Education Requirements: 22-27

- **General Education Core:** 12-17

### First-Year Composition 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
</tr>
<tr>
<td>OR</td>
<td>ENG1101     (3)</td>
</tr>
<tr>
<td>ENG107*</td>
<td>First-Year Composition for ESL (3)  AND</td>
</tr>
<tr>
<td>ENG102*</td>
<td>First-Year Composition</td>
</tr>
<tr>
<td>OR</td>
<td>ENG1102     (3)</td>
</tr>
<tr>
<td>ENG108*</td>
<td>First-Year Composition for ESL (3)</td>
</tr>
</tbody>
</table>

### Oral Communication 3

Any approved general education course in the Oral Communication area.

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

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

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

**General Education Distribution:**  10  
**Humanities and Fine Arts**  3  
Any approved general education course in the Humanities and Fine Arts area.

**Social and Behavioral Sciences**  3  
Any approved general education course in the Social and Behavioral Sciences area.

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

**Certificate(s) or Degree(s) Awarded:**
Certificate of Completion in:  
Organizational Leadership (18 credits)
Associate in Applied Science in:  
Organizational Management (60 credits)

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

**Minimum GPA 2.00**

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

Certificate of Completion in Paralegal

The Certificate of Completion (CCL) in Paralegal program is designed to provide students with training required for employment as a paralegal. The program covers foundations and types of law including business and tort law in addition to fundamentals of litigation. Courses focus on paralegal responsibilities in the various areas of law practice, including the development of effective written and oral communication skills, critical thinking skills, computer proficiency, and legal research techniques. Legal theory and ethics are integrated throughout the program. The program includes both a Certificate of Completion in Paralegal and an Associate in Applied Science in Paralegal.

CIPS Code: 22.0302

Required Courses: 36-39

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRE101*</td>
<td>College Critical Reading</td>
<td>3</td>
</tr>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG107*</td>
<td>First-Year Composition ESL</td>
<td>3</td>
</tr>
<tr>
<td>PAR102</td>
<td>Foundations of the Paralegal Profession</td>
<td>3</td>
</tr>
<tr>
<td>PAR104*</td>
<td>Ethics for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PAR106*</td>
<td>Legal Foundations for Paralegals</td>
<td>3</td>
</tr>
<tr>
<td>PAR112*</td>
<td>Paralegal Fundamentals of Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PAR114*</td>
<td>Paralegal Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PAR206*</td>
<td>Paralegal Business Law</td>
<td>3</td>
</tr>
<tr>
<td>PAR208*</td>
<td>Introduction to Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>PAR220*</td>
<td>Paralegal Writing</td>
<td>3</td>
</tr>
<tr>
<td>PAR222*</td>
<td>Paralegal Research</td>
<td>3</td>
</tr>
<tr>
<td>PAR224*</td>
<td>Law Office Technology for the Paralegal</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Associate in Applied Science in Paralegal

The Associate in Applied Science (AAS) in Paralegal program is designed to provide students with training required for employment as a paralegal. The program covers foundations and types of law including business and tort law in addition to fundamentals of litigation. Courses focus on paralegal responsibilities in the various areas of law practice, including the development of effective written and oral communication skills, critical thinking skills, computer proficiency, and legal research techniques. Legal theory and ethics are integrated throughout the program. The program includes both a Certificate of Completion in Paralegal and an Associate in Applied Science in Paralegal.

CIPS Code: 22.0302

Required Courses: 36-39

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR230*</td>
<td>Family Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PAR231*</td>
<td>Elder Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PAR232*</td>
<td>Bankruptcy Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PAR233*</td>
<td>Real Estate Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PAR234</td>
<td>Administrative Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PAR235*</td>
<td>Corporate Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>PARxxx</td>
<td>Any PAR Paralegal Studies</td>
<td>1-3</td>
</tr>
<tr>
<td>POS110</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POS221</td>
<td>Arizona Constitution</td>
<td>1</td>
</tr>
<tr>
<td>POS222</td>
<td>U.S. Constitution</td>
<td>2</td>
</tr>
</tbody>
</table>
Paralegal

General Education Requirements: 19

General Education Core: 9

First-Year Composition 3
Met by ENG101 or ENG107 in the Required Courses area

AND

ENG102* First-Year Composition
SUN ENG1102 (3)
OR
ENG111* Technical and Professional Writing (3)

Oral Communication 3
COM100 Introduction to Human Communication
SUN COM1100 (3)
OR
COM110 Interpersonal Communication (3)
OR
COM230 Small Group Communication (3)

Critical Reading 0
Met by CRE101 or Equivalent in the Required Courses Area.

Mathematics 3
MAT102* Mathematical Concepts/Applications (3)
OR
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

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

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Paralegal (36-39 credits)
Associate in Applied Science in:
Paralegal (64 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

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

Certificate of Completion in Public Administration

The Certificate of Completion (CCL) in Public Administration program is designed to train employees of government agencies and those seeking employment or advancement in government agencies. Students will be presented with information to gain knowledge and skills in the areas of communication, organizational behavior, teamwork and finance as well as computer usage. The history, present, and future of public administration will also be addressed.

CIPS Code: 52.0204

Required Courses: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD100</td>
<td>21st Century Public Policy and Service</td>
<td>3</td>
</tr>
<tr>
<td>PAD101</td>
<td>Survey of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD107</td>
<td>Public Finance Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD122</td>
<td>Public Sector Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>PAD170</td>
<td>Public Sector Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PAD200*</td>
<td>Public Affairs Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Associate in Applied Science in Public Administration

The Associate in Applied Science (AAS) Public Administration program is designed to meet the needs of employees of government agencies and those desiring employment or advancement in government agencies. The program covers the history, present, and future of public administration. Courses include topics on finance, communication, organizational behavior, teamwork, and management styles.

CIPS Code: 52.0204

Required Courses: 18

Certificate of Completion in Public Administration 18

Restricted Electives: 21

Students must choose 21 industry/job specific elective credits from the list of Restricted Electives below and have them approved by the department chair. A student may choose no more than 9 credits within a discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC112*</td>
<td>Accounting Principles II (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC230*</td>
<td>Uses of Accounting Information I (3)</td>
<td>3</td>
</tr>
<tr>
<td>ACC212*</td>
<td>Managerial Accounting (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC240*</td>
<td>Uses of Accounting Information II (3)</td>
<td>3</td>
</tr>
<tr>
<td>ECN211</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECN212</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>GBS151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>GBS205</td>
<td>Legal, Ethical, and Regulatory Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT175</td>
<td>Business Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT229</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Mathematics 3
MAT102* Mathematical Concepts/Applications (3)
OR
MAT122* Intermediate Algebra (3)

General Education Distribution: 10

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

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:
Certificates of Completion in:
- Public Administration (18 credits)

Associate in Applied Science in:
- Public Administration (61-64 credits)

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

Minimum GPA 2.00

*Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service is designed to provide students with training to meet the requirements for employment in non-sales areas. The courses will be offered in Customer Service, Teamwork, Communication skills (both written and oral) and Professional Development.

CIPS Code: 52.0411

Required Courses: 13-14

- COM110 Interpersonal Communication 3
- GBS175 Professional Development 3
- TQM101 Quality Customer Service 3
- TQM105* Writing for Quality Results (2) 3
  OR
- GBS233* Business Communication (3) 2-3
- TQM230 Teamwork Dynamics 2

Restricted Electives: 3

- BPCxxx Any BPC Business-Personal Computer course 3
- COM263 Elements of Intercultural Communication 3
- MGT172 Organizations, Paradigms, and Change 1
- SOC212 Gender and Society 3
- TQM200 Leadership for Front-Line Employees 2
- TQM205 Managing Diversity 2

Associate in Applied Science in Quality Customer Service

The Associate in Applied Science (AAS) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment. Courses will be offered in Customer Service, Teamwork, Communication Skills (both written and oral), and Professional Development.

CIPS Code: 52.0411

Required Courses: 16-17

Certificate of Completion in Quality Customer Service 16-17

Restricted Electives: 22-23

Students must choose 22-23 industry/job specific course credits and have them approved by the department chair, or choose 22-23 industry/job specific course credits from the list of Restricted Electives. These industry/job specific credits must include a minimum of 9 credits with a common subject.

- AIRxxx Any AIR Airline Operations course.
- BTOxxx Any BTO Business Technology for the Office course.
- COVxxx Any COV Covey course.
- CSIxxx Any CSI Credit Services Industry course.
- CSRxxx Any CSR Customer Service Representative course.
- GBSxxx Any GBS General Business course.
- HSAxxx Any HSA Human Services Administration course.
- MGTxxx Any MGT Management course.

* Indicates course has a Prerequisite and/or Corequisite.
Quality Customer Service

PADxxx  Any PAD Public Administration course.
PGRxxx  Any PGR Professional Growth course.
PHTxxx  Any PHT Pharmacy Technology course.
PRMxxx  Any PRM Property Management course.
SBSxxx  Any SBS Small Business Management course.
TLTxxx  Any TLT Telecommunications Technology course.
TQMxxx  Any TQM Total Quality Management course.
TVLxxx  Any TVL Travel Agent Technology course.
UCSxxx  Any UCS Utilities Customer Service course.

General Education Requirements:  22-25

General Education Core:  12-15

First-Year Composition  6

ENG101*  First-Year Composition 3
AND
ENG102*  First-Year Composition 3
OR
ENG111*  Technical and Professional Writing (3)

Oral Communication  3

COM100  Introduction to Human Communication 3

Critical Reading  0-3

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

Mathematics  3

MAT102*  Mathematical Concepts/ Applications (3)
OR
Satisfactory completion of a higher level mathematics course.

General Education Distribution:  10

Humanities and Fine Arts  3

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

Social and Behavioral Sciences  3

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

Natural Sciences  4

Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
Quality Customer Service (16-17 credits)
Associate in Applied Science:
Quality Customer Service (61-64 credits)
Student must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

For additional Educational Partnership Programs in Quality Customer Service, see pages 123-128.

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

Certificate of Completion in Retail Management

The Retail Management Certificate of Completion (CCL) is designed to prepare individuals working in the food industry, and related fields, for the management challenges of the future. The curriculum encompasses several business essentials and also emphasizes the skill sets needed for effective management and communication in the work environment.

**CIPS Code: 52.1401**

**Required Courses:** 33

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG107*</td>
<td>First-Year Composition for ESL (3)</td>
<td></td>
</tr>
<tr>
<td>GBS110</td>
<td>Human Relations in Business and Industry (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT251</td>
<td>Human Relations in Business (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Associate in Applied Science in Retail Management**

The Retail Management degree is designed to prepare individuals working in the retail management, food industry, and related fields, for the mid-level management position challenges of the future. The curriculum encompasses business essentials and also emphasizes the skill sets needed for effective management and communication in the work environment. Instruction will provide the background and knowledge necessary for students to develop the judgment skills they must exercise as business managers.

**CIPS Code: 52.1401**

**Required Courses:** 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC230*</td>
<td>Uses of Accounting Information I</td>
<td>3</td>
</tr>
<tr>
<td>ACC240*</td>
<td>Uses of Accounting Information II</td>
<td>3</td>
</tr>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM110</td>
<td>Interpersonal Communication (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IND133</td>
<td>Speaking in Business (3)</td>
<td>3</td>
</tr>
</tbody>
</table>
Retail Management

GBS110  Human Relations in Business and Industry (3)
         OR
MGT251  Human Relations in Business (3)  3
GBS131  Business Calculations (3)
         OR
GBS161* Mathematics of Business (3)  3
GBS205  Legal, Ethical, and Regulatory Issues in Business  3
GBS233* Business Communication  3
MGT101  Techniques of Supervision (3)
         OR
MGT229  Management and Leadership I (3)  3
MGT179  Utilizing the Human Resources Department (3)
         OR
MGT276  Personnel/Human Resources Management (3)  3
MKT268  Merchandising  3
MKT271  Principles of Marketing  3

General Education Requirements:  25

General Education Core:  15

First-Year Composition  6

ENG101*  First-Year Composition  ENGLISH  (3)
         OR
ENG107*  First-Year Composition for ESL (3)  AND
ENG102*  First-Year Composition  ENGLISH  (3)
         OR
ENG108*  First-Year Composition for ESL (3)  OR
ENG111*  Technical and Professional Writing (3)
(Note: ENG102 or ENG108 recommended for students pursuing a BAS degree at an Arizona university.)

Oral Communication  3
COM230  Small Group Communication

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

Mathematics  3
MAT102*  Mathematical Concepts/Applications (3)
         OR
Satisfactory completion of a higher level Mathematics course.

General Education Distribution:  10

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

Social and Behavioral Sciences  3
SBU200  Society and Business (3)

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Retail Management (33 credits)
Associate in Applied Science in:
Retail Management (64 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Small Business Start-Up

Certificate of Completion in Small Business Start-Up

The Certificate of Completion (CCL) in Small Business Start-Up program is designed to meet the needs of individuals who wish to become entrepreneurs. It is a flexible program that consists of 1, 2, and 3 credit courses that can be offered in a variety of formats (online, on ground, flex express, accelerated) to support the schedules of prospective small business owners. Courses provide a background in marketing, management, finance, and a capstone course in which students complete a business plan. The goal of the Small Business Start-Up certificate is to create a foundation for prospective small business owners and contribute to the long-term success of the business community.

CIPS Code: 52.0703

Required Courses: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGT253</td>
<td>Owning and Operating a Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT271</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SBS213</td>
<td>Hiring and Managing Employees</td>
<td>1</td>
</tr>
<tr>
<td>SBS214</td>
<td>Small Business Customer Relations</td>
<td>1</td>
</tr>
<tr>
<td>SBS220</td>
<td>Internet Marketing for Small Business</td>
<td>2</td>
</tr>
<tr>
<td>SBS230</td>
<td>Financial and Tax Management for Small Business</td>
<td>2</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Small Business Start-Up (12 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Academic Certificate in Sustainability and Ecological Literacy

The interdisciplinary Academic Certificate (AC) in Sustainability and Ecological Literacy enhances students’ understanding of sustainable living practices associated with economics, equity and the environment. Through a combination of coursework and experiential learning, students engage in critical thinking, inquiry, and discourse, skills necessary for becoming socially responsible citizens who are ecologically and environmentally aware. The certificate is designed for, although not limited to, students seeking an Associate in Arts Degree and planning transfer to four-year colleges and universities.

CIPS Code: 03.0104

Program Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG107*</td>
<td>First-Year Composition for ESL</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PH126</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BIO105</td>
<td>Environmental Biology (4)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLG110</td>
<td>Geological Disasters and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLG111</td>
<td>Geological Disasters and the Environment</td>
<td>4</td>
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</table>

Restricted Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG263</td>
<td>The Economics of Natural Resources, Popul</td>
<td>3</td>
</tr>
<tr>
<td>ENH206</td>
<td>Nature and Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENH260</td>
<td>Literature of the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>HUM201</td>
<td>Humanities: Universal Themes</td>
<td>3</td>
</tr>
<tr>
<td>REC150AB</td>
<td>Outdoor Adventure Skills</td>
<td>3</td>
</tr>
<tr>
<td>SBU200</td>
<td>Society and Business</td>
<td>3</td>
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</tbody>
</table>

Students will choose 2 different courses from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN263*</td>
<td>The Economics of Natural Resources, Popul</td>
<td>3</td>
</tr>
<tr>
<td>ENH206</td>
<td>Nature and Environmental Literature</td>
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</tr>
<tr>
<td>REC150AB</td>
<td>Outdoor Adventure Skills</td>
<td>3</td>
</tr>
<tr>
<td>SBU200</td>
<td>Society and Business</td>
<td>3</td>
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</tbody>
</table>

Students will choose 1 course from the following list:

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS110</td>
<td>World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIS111</td>
<td>World History 1500 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HUM250*</td>
<td>Ideas and Values in the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>PHI104</td>
<td>World Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POS120</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSY132</td>
<td>Psychology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SOC101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:

Sustainability and Ecological Literacy (16 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Sustainable Food Systems

Certificate of Completion in Sustainable Food Systems

The Sustainable Food Systems program is designed for a diverse student population, including those who are currently working within the food service industry and are interested in building upon their culinary skills in sustainable practices, as well as those with no culinary background. The program provides students with an overview of the Nation’s current food model and alternative methods for altering this model and creating more sustainable foods. Courses include concepts supporting the real food movement, which represents reeducating the individual and the community on the way food is purchased, brought to the table, and consumed. In addition, courses will cover sanitation guidelines, basic principles, and preparation techniques for the cooking and baking process. The program includes a Certificate of Completion (CCL) in Sustainable Food Systems and an Associate in Applied Science (AAS) in Sustainable Food Systems.

CIPS Code: 19.0505

Admission Criteria:

Formal application and admission into the Sustainable Food Systems program is required. Applications are available from a program advisor.

Program Prerequisites: 3

ENG101* First-Year Composition

Required Courses: 39

AGS182 Gardening Practices and Techniques 2
FON100 Introductory Nutrition 3
FON104 Certification in Food Service Safety and Sanitation 1
CUL113 Commercial Baking Techniques (3)

OR

FON135 Sustainable Cooking (3) 3
CUL121 Principles of Food and Beverage Service 3
FON143 Food and Culture 3
FON160 Modern Food Systems 3
FON161* Sustainable Food Production Systems 3
FON162* Organic Foods Production 3
FON163* Sustainable Restaurant Practices 3
CUL105 Principles and Skills for Professional Cooking 3
FON285* Food and Nutrition Internship (3) 6
(Note: Students must complete six (6) credits of internship.)

PHI216 Environmental Ethics 3

Associate in Applied Science in Sustainable Food Systems

The Sustainable Food Systems program is designed for a diverse student population, including those who are currently working within the food service industry and are interested in building upon their culinary skills in sustainable practices, as well as those with no culinary background. The program provides students with an overview of the Nation’s current food model and alternative methods for altering this model and creating more sustainable foods. Courses include concepts supporting the real food movement, which represents reeducating the individual and the community on the way food is purchased, brought to the table, and consumed. In addition, courses will cover sanitation guidelines, basic principles, and preparation techniques for the cooking and baking process. The program includes a Certificate of Completion (CCL) in Sustainable Food Systems and an Associate in Applied Science (AAS) in Sustainable Food Systems.

CIPS Code: 19.0505

* Indicates course has a Prerequisite and/or Corequisite.
Sustainable Food Systems

Admission Criteria:
Formal application and admission into the Sustainable Food Systems program is required. Applications are available from a program advisor.

Required Courses: 42
Certificate of Completion in Sustainable Food Systems 42

General Education Requirements: 18-22

General Education Core: 9-12

First-Year Composition 3
Met by ENG101* in the Required Courses area
   AND
   ENG102* First-Year Composition 3
   OR
   ENG111* Technical and Professional Writing (3)

Oral Communication 3
COM100 Introduction to Human Communication 3
   OR
   COM110 Interpersonal Communication (3)

Critical Reading 0-3
CRE101* College Critical Reading (3)
   OR
   CRE111* Critical Reading for Business and Industry (3)
   OR
   Equivalent as indicated by assessment.

Mathematics 3
MAT102* Mathematical Concepts/ Applications (3)
   OR
   Satisfactory completion of a higher level Mathematics course.

General Education Distribution: 9-10

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

Social and Behavioral Sciences 3
ECN211 Macroeconomic Principles 3
   OR
   ECN212 Microeconomic Principles 3
   OR

Natural Sciences 3-4
BIO105 Environmental Biology (4)
   OR
   CHM107 Chemistry and Society (3)

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
   Sustainable Food Systems (42 credits)
Associate in Applied Science in:
   Sustainable Food Systems (60-64 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Rio Salado College welcomes you to a dynamic learning opportunity - a world where technology can enrich your learning and education is accessible to students anytime. You no longer have to choose between all the demands in your life and a career in education.

Rio Salado offers a variety of Teacher Education courses which lead to teacher certification and endorsements from the Arizona Department of Education. Through Rio Salado’s Teacher Preparation Program or Teacher-in-Residence Post Baccalaureate Program, students can reach their goal of being a certified teacher in:

- Early Childhood Education (Birth-Grade 3)
- Elementary Education (1-8)
- Secondary Education (7-12)
- Special Education (K-12)
- Arts Education (PreK-12 Art, Dance, Dramatic Arts, & Music)

You will be learning from experienced educators. The online courses have been designed “for teachers, by teachers” and are based on the current national education and technology standards.

For information on Rio Salado’s Teacher Education programs and courses, call 480-517-8126 or visit www.riosalado.edu/programs/education.
Rio Salado successfully partners with corporations, government agencies and associations to provide quality education and customized training, allowing employees to earn certificates and college degrees in a variety of fields. Rio Salado’s educational partnerships provide employees with the skills and knowledge they need to succeed in today’s competitive environment. We also offer customized training designed specifically for your organization’s needs and culture. The training is convenient, flexible and cost-effective. *Note: All programs in this section were designed to meet the needs of specific industries. Employment by these organizations is required.*

www.riosalado.edu/partnerships
EDUCATIONAL PARTNERSHIPS & CUSTOMIZED TRAINING
Airline Operations
Certificate of Completion in:
- Airline Operations: Reservations
- Airline Operations: Passenger Services
- Airline Operations: Initial Flight Attendant
- Airline Operations: Ground Operations
Associate in Applied Science in
Airline Operations

Broadband Telecommunications
Certificate of Completion in:
- Broadband Telecommunications: Account Services
- Broadband Telecommunications: Technical Support Services
- Broadband Telecommunications: Field Operations
Associate in Applied Science in
Broadband Telecommunications

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

Corrections
Certificate of Completion in:
- Basic Corrections
- Advanced Corrections
Associate in Applied Science in
Corrections

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

Detention Services
Certificate of Completion in:
- Detention Services
Associate in Applied Science in
Detention Services

Law Enforcement Technology
Certificate of Completion in:
- Law Enforcement Technology Academy
- Law Enforcement Technology
- Public Safety Technology
Associate in Applied Science in
Law Enforcement Technology

Public Safety: Firefighters
Certificate of Completion in
- Firefighter Operations
Associate in Applied Science in
Emergency Response and Operations

Quality Customer Service
Certificate of Completion in:
- Quality Customer Service
- Human Services - Assistance: Customer Service
- Human Services - Specialist: Customer Service
- Human Services - Unemployment Insurance: Customer Service
- Automobile Insurance: Customer Service
- Automobile Insurance Claims: Customer Service
- Automobile Policy: Customer Service
- Insurance: Customer Service
- Motor Vehicle: Customer Service
- Utilities: Customer Service
- Bank Account Management: Customer Service
- Credit Counseling: Customer Service
Associate in Applied Science in
Quality Customer Service

Workforce Development and Community Re-Entry
Certificate of Completion in:
- Workforce Development and Community Re-Entry
- Workforce Development: Carpentry Level I
- Workforce Development: Carpentry Level II
- Workforce Development: Electrical Level I
- Workforce Development: Electrical Level II
- Workforce Development: Horticulture
- Workforce Development: Landscape Technology
- Workforce Development: Automotive Technology Level I
- Workforce Development: Automotive Technology Level II
- Workforce Development: Furniture Construction/Refinishing Level I
- Workforce Development: Furniture Construction/Refinishing Level II
- Workforce Development: Graphic Arts Level I
- Workforce Development: Graphic Arts Level II
Associate in Applied Science in
Workforce Development and Community Re-Entry

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

Certificate of Completion in Airline Operations: Reservations

The Certificate of Completion (CCL) in Airline Operations: Reservations provides students with training in airline reservations and sales. Courses cover Federal Aviation Administration rules and regulations as well as customer service, fares, ticketing procedures, seat assignments, and computer familiarization.

CIPS Code: 52.0411

Required Courses: 11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR102</td>
<td>Reservations/Sales Training I</td>
<td>3</td>
</tr>
<tr>
<td>AIR104*</td>
<td>Reservations/Sales Training II</td>
<td>3</td>
</tr>
<tr>
<td>AIR105*</td>
<td>Automated Ticketing (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIR106*</td>
<td>Reservations/Sales Training III (3)</td>
<td>3</td>
</tr>
<tr>
<td>AIR110*</td>
<td>Advanced Reservations/Sales Training</td>
<td>2</td>
</tr>
</tbody>
</table>

Certificate of Completion in Airline Operations: Passenger Services

The Certificate of Completion in Airline Operations: Passenger Services is designed to provide students with training in airline ticketing and passenger services. Courses cover all facets of airline passenger services including ticketing, fares, payments, baggage, and standby procedures. Rules and regulations of the Federal Aviation Administration are emphasized.

CIPS Code: 49.0104

Required Courses: 10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR103</td>
<td>Basic Reservations Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AIR112*</td>
<td>Airline Ticketing Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AIR116*</td>
<td>Airline Gate Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AIR123</td>
<td>Baggage Service Agent (1)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BPCxxx</td>
<td>Any Business-Personal Computer Course (1)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISxxx</td>
<td>Any Computer Information Systems Course (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Certificate of Completion in Airline Operations: Initial Flight Attendant

The Certificate of Completion (CCL) in Airline Operations: Initial Flight Attendant provides training for airline flight attendants. Inflight training procedures are covered for the Airbus A319/320 aircraft as well as transition training for the Boeing 737 and 757. Courses also cover emergency medical procedures, security procedures, and general operations as well as Federal Aviation Administration rules and regulations.

CIPS Code: 49.0106

Required Courses: 10
AIR118 Emergency Medical Procedures 2
AIR120* Airbus A319/320 Initial Training 3
AIR122* Airbus A319/320 Emergency Procedures 2
AIR124* Boeing 757 Transition Training 2
AIR125* Boeing 737 Transition Training 1

Certificate of Completion in Airline Operations: Ground Operations

The Certificate of Completion (CCL) in Airline Operations: Ground Operations is designed to provide ramp safety and ground operation procedures for airline employees. Courses cover all aspects of the ramp environment including procedures for arrival, turnaround, and departure conditions. Familiarization of various aircraft with an emphasis on engine safety, structural and performance limits, flight crew requirements and passenger capacities is also covered. Rules and regulations of the Federal Aviation Administration are emphasized.

CIPS Code: 49.0104

Required Courses: 7-8
AIR140* Ramp Safety Procedures 2
AIR142* Aircraft Dynamics 3
BPCxxx Any BPC Business-Personal Computer Course (1)
AND
AIR121 Airline Cargo Services (2)
OR
AIR146 Aircraft Load Planning (1) 2-3

Restricted Electives: 3
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems CIS1120 (3) 3
COM110 Interpersonal Communications 3
COM230 Small Group Communications 3
MGT229 Management and Leadership I 3

Associate in Applied Science in Airline Operations

CIPS Code: 49.0104

The Associate in Applied Science (AAS) in Airline Operations is designed to provide students with the opportunity to specialize in specific areas of airline operations while still meeting the rigid Federal Aviation Administration requirements. Students may choose to specialize in the areas of Reservations, Reservations and Ticketing Services, Passenger Services, Vacations, Initial Flight Attendant, and Ground Operations.

Required Courses: 26-34
Certificate of Completion in Organizational Leadership 18
OR
Certificate of Completion in Quality Customer Service 16-17
AND
Certificate of Completion in Airline Operations: Reservations 11
OR
Certificate of Completion in Airline Operations: Passenger Services 10
OR
Certificate of Completion in Airline Operations: Initial Flight Attendant 10
OR
Certificate of Completion in Airline Operations: Ground Operations 10-11

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

Restricted Electives: 5-13
Students must choose 5-13 industry/job specific electives credits and have them approved by the department chair.

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6
ENG101* First-Year Composition
AND
ENG102* First-Year Composition
OR
ENG111* Technical and Professional Writing (3)

General Education Core: 15

First-Year Composition 6
ENG101* First-Year Composition
AND
ENG1102 (3)

Oral Communication 3
COM100 Introduction to Human Communication
OR
COM230 Small Group Communication (3)

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

Mathematics 3
MAT102* Mathematical Concepts/Applications (3)
OR
Satisfactory completion of a higher level mathematics course

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
- Airline Operations: Reservations (11 credits)
- Airline Operations: Passenger Services (10 credits)
- Airline Operations: Initial Flight Attendant (10 credits)
- Airline Operations: Ground Operations (10-11 credits)

Associate in Applied Science in:
- Airline Operations (64 credits)

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

Minimum GPA 2.0

* Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Broadband Telecommunications: Account Services

The Certificate of Completion (CCL) in Broadband Telecommunications: Account Services is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on customer interaction in the digital telephone area, including account services, installation, and billing practices.

CIPS Code: 52.0411

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR215</td>
<td>Digital Telephone Customer Service</td>
<td>1</td>
</tr>
<tr>
<td>CSR219</td>
<td>Disconnects and Transfers</td>
<td>1</td>
</tr>
<tr>
<td>CSR224</td>
<td>Communications Industry Billing Practices</td>
<td>1</td>
</tr>
<tr>
<td>CSR225</td>
<td>Digital Telecommunications Customer Service</td>
<td>2</td>
</tr>
<tr>
<td>CSR226</td>
<td>Digital Telecommunications Customer Interaction</td>
<td>1</td>
</tr>
<tr>
<td>CSR228</td>
<td>Telecommunications Database Navigation</td>
<td>2</td>
</tr>
<tr>
<td>TLT141</td>
<td>Telecommunications Computer Operations</td>
<td>1</td>
</tr>
<tr>
<td>TLT152</td>
<td>Telecommunications Product Knowledge</td>
<td>2</td>
</tr>
</tbody>
</table>

Certificate of Completion in Broadband Telecommunications: Technical Support Services

The Certificate of Completion (CCL) in Broadband Telecommunications: Technical Support Services is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on technical support services in the areas of telephony, video, and high speed internet.

CIPS Code: 52.0411

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT154</td>
<td>Technical Support Representative Foundations</td>
<td>2</td>
</tr>
<tr>
<td>TLT155</td>
<td>Technical Support Representative Telephony</td>
<td>2</td>
</tr>
<tr>
<td>TLT160</td>
<td>Video Technical Training</td>
<td>2</td>
</tr>
<tr>
<td>TLT161</td>
<td>Video Technical Training Lab</td>
<td>1</td>
</tr>
<tr>
<td>TLT163</td>
<td>High Speed Internet Technical Training</td>
<td>2</td>
</tr>
<tr>
<td>TLT164</td>
<td>High Speed Internet Technical Training Lab</td>
<td>1</td>
</tr>
<tr>
<td>TLT165</td>
<td>Technical Support Representative Telephony Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Certificate of Completion in Broadband Telecommunications: Field Operations

The Certificate of Completion (CCL) in Broadband Telecommunications: Field Operations is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on field operations in the various areas of broadband telecommunications including drop service initiation, planning, and maintenance as well as high speed internet procedures.

CIPS Code: 47.0103

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT142</td>
<td>Drop Connections</td>
<td>1</td>
</tr>
<tr>
<td>TLT143</td>
<td>Digital Video Systems</td>
<td>2</td>
</tr>
<tr>
<td>TLT144</td>
<td>Drop Planning and Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>TLT149</td>
<td>Digital Phone Network Installation</td>
<td>2</td>
</tr>
<tr>
<td>TLT162</td>
<td>High Speed Internet/Networking</td>
<td>3</td>
</tr>
<tr>
<td>TLT163</td>
<td>High Speed Internet Technical Training</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 is designed to provide students with the training required for employment in the broadband telecommunications industry. The program covers telecommunications issues and procedures in the areas of account services, technical support services, and field operations. Courses focus on customer interaction and technical operations in the various areas of telecommunications including telephone, television, and high speed internet.

**CIPS Code: 52.0411**

### Required Courses: 11-12

- Certificate of Completion in Broadband Telecommunications: Account Services 11
  OR
- Certificate of Completion in Broadband Telecommunications: Technical Support Services 11
  OR
- Certificate of Completion in Broadband Telecommunications: Field Operations 12

### Restricted Electives: 23-24

Students must choose 23-24 industry/job specific elective credits from the list of Restricted Elective below. These industry/job specific credits must include a minimum of 9 credits with a common prefix.

- BPCxxx Any BPC Business-Personal Computers course
- BTOxxx Any BTO Business Technology for the Office course
- CISxxx Any CIS Computer Information Systems course
- CSRxxx Any CSR Customer Service Representative course
- GBSxxx Any GBS General Business course
- MGTxxx Any MGT Management course
- PGRxxx Any PGR Professional Growth course
- TLTxxx Any TLT Telecommunications Technology course
- TQMxxx Any TQM Total Quality Management course

### General Education Requirements: 25

#### General Education Core: 15

- **First-Year Composition: 6**
  - ENG101* First-Year Composition
  - ENG102* First-Year Composition
  - ENG111* Technical and Professional Writing (3)

- **Oral Communication: 3**
  - COM100 Introduction to Human Communication
  - COM230 Small Group Communication (3)

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

- **Mathematics: 3**
  - MAT102* Mathematical Concepts/Applications (3)
  - Satisfactory completion of a higher level mathematics course.

#### General Education Distribution: 10

- **Humanities and Fine Arts: 3**
  - Any approved general education course in the Humanities and Fine Arts area.

- **Social and Behavioral Sciences: 3**
  - Any approved general education course in the Social and Behavioral Sciences area.

- **Natural Sciences: 4**
  - Any approved general education course in the Natural Sciences areas.

### Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Broadband Telecommunications: Account Services (11 credits)
- Broadband Telecommunications: Technical Support Services (11 credits)
- Broadband Telecommunications: Field Operations (12 credits)

Associate in Applied Science in:
- Broadband Telecommunications (60 credits)

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

### Minimum GPA 2.00

*Indicates course has a Prerequisite and/or Corequisite.*
Community Dental Health Coordination

Certificate of Completion in Community Dental Health Coordination

The Certificate of Completion (CCL) in Community Dental Health Coordination (CDHC) is designed to prepare students to assist in the reduction of disparities in oral health and to improve access to dental care through organized community development in an integrated dental care system provided in community-based clinics. The CDHC will provide courses in oral health promotion, prevention, palliative care, and patient management.

CIPS Code: 51.0504

Admission Criteria:

High School Diploma or GED, formal application, and acceptance into the Community Dental Health Coordination program.

Required Courses: 50

- CDH115* Interviewing Skills for the Dental Health Advocate 2
- CDH125* Dental Health Teaching and Learning Skills 2
- CDH205* Introduction to Dentistry 5
- CDH210* Dental Health Screening and Classification 8
- CDH215* Prevention of Dental Caries 3
- CDH220* Prevention of Periodontal Disease 3
- CDH225* Prevention of Oral Cancer 1
- CDH230* Palliative Care 3
- CDH240* Dental Care Finance 0.5
- CDH245 Community Dental Health Coordinator Internship (7) 14

Note: Students must complete two 7-credit CDHC Internship courses for a total of 14 credits.

- CFS207 Organization and Community Leadership in Child and Family Organizations 3
- COM263 Elements of Intercultural Communication 3
- HCC130AA Health Care Today 0.5
- HCC130AB Workplace Behaviors in Health Care 0.5
- HCC130AD Communication and Teamwork in Health Care Organizations 0.5
- HCC130AE Legal Issues in Health Care 0.5
- HCC130AF Decision Making in the Health Care Setting 0.5

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Community Dental Health Coordination (50 credits)

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

Minimum GPA 2.00

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

Certificate of Completion in Basic Corrections

The Certificate of Completion (CCL) in Basic Corrections program is designed to prepare students for a career in the field of corrections. The courses are designed to prepare students with the skills needed to meet the challenges of working in a correctional facility. Courses cover the topics of inmate management techniques, ethics and professionalism, conflict and crisis management skills in addition to security procedures and weapons training.

CIPS Code: 43.0102

Required Courses: 21

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET160*</td>
<td>Correctional System Ethics and Professionalism</td>
<td>1</td>
</tr>
<tr>
<td>LET162*</td>
<td>Introduction to Inmate Management</td>
<td>1</td>
</tr>
<tr>
<td>LET164*</td>
<td>Correctional Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>LET166*</td>
<td>Correction Officers Safety and Weapons Training</td>
<td>2</td>
</tr>
<tr>
<td>LET168*</td>
<td>Inmate Security Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>LET169*</td>
<td>Inmate Security Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>LET170*</td>
<td>Security, Custody and Control Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET172*</td>
<td>Conflict and Crisis Management</td>
<td>2</td>
</tr>
<tr>
<td>LET176*</td>
<td>Medical and Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>LET178*</td>
<td>Physical Fitness and Self Defense Training</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS133DA</td>
<td>Internet/Web Development</td>
<td>3</td>
</tr>
<tr>
<td>COM263</td>
<td>Elements of Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT229</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>REL243</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>POS100</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY2xx*</td>
<td>Any 200 Level Psychology Course</td>
<td>3</td>
</tr>
<tr>
<td>SOC2xx*</td>
<td>Any 200 Level Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td>SPA101</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA102*</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA115</td>
<td>Beginning Spanish Conversation I</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Certificate of Completion in Advanced Corrections

The Certificate of Completion in Advanced Corrections is designed for corrections officers seeking advancement in the corrections field. Courses will focus on supervision techniques, interpersonal communication, and the constitution of the United States and the State of Arizona. Officers will also study basic psychology principles and sociology concepts.

CIPS Code: 43.0102

Required Courses: 36

Certificate of Completion in Basic Corrections 21

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET161</td>
<td>Correctional Sergeant's Leadership Procedures</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>MGT229</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Supervisory Training for DOC Employees</td>
<td>3</td>
</tr>
<tr>
<td>PAD116</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM110</td>
<td>U.S. and Arizona Constitution</td>
<td>3</td>
</tr>
<tr>
<td>POS220</td>
<td>Arizona Constitution</td>
<td>3</td>
</tr>
<tr>
<td>POS222</td>
<td>U.S. Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>CIS221</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POS100</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY2xx*</td>
<td>Any 200 Level Psychology Course</td>
<td>3</td>
</tr>
<tr>
<td>SOC2xx*</td>
<td>Any 200 Level Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td>SPA101 OR SPA110</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA115 OR SPA112</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA115 OR SPA112</td>
<td>Beginning Spanish Conversation I</td>
<td>3</td>
</tr>
</tbody>
</table>
Associate in Applied Science in Corrections

The Associate in Applied Science (AAS) in Corrections program is designed to prepare students who are interested in a career in the field of corrections or to upgrade the skills of those officers currently working in the field. Students will be presented with opportunities to develop skills to meet the challenges of working with different types of inmates and the problems encountered with these individuals. The courses in the Certificate of Completion in Basic Corrections will cover ethics, management skills, conflict and crisis management techniques, and security procedures. The Certificate of Completion in Advanced Corrections will cover the areas of supervision, political science, communication, psychology, and sociology.

CIPS Code: 43.0102

Required Courses: 39
Certificate of Completion in Advanced Corrections 39

General Education Requirements: 25
General Education Core: 15

First-Year Composition 6
ENG101* First-Year Composition (3)
ENG1101 (3)
AND
ENG102* First-Year Composition (3)
ENG1102

Oral Communication 3
COM230 Small Group Communication

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

Mathematics 3
MAT122* Intermediate Algebra (3)

General Education Distribution: 10
Humanities and Fine Arts 3
Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Basic Corrections (21 credits)
Advanced Corrections (39 credits)

Associate in Applied Science in:
Corrections (64 credits)

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

Minimum GPA 2.00

*Indicates course has a Prerequisite and/or Corequisite.
Dental Assisting (Clinical)

Certificate of Completion in Dental Assisting Technology

The Certificate of Completion (CCL) in Dental Assisting Technology program is designed to prepare students to practice entry-level clinical dental assisting. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association.

CIPS Code: 51.0601

Admission Criteria:

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

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

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDA101*</td>
<td>Orientation to Clinical Dental Assisting</td>
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<tr>
<td>CDA102*</td>
<td>Introduction to Dental Office Management</td>
<td>1</td>
</tr>
<tr>
<td>CDA110*</td>
<td>Infection Control and Hazard Communication</td>
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<tr>
<td>CDA115*</td>
<td>Dental Anatomy and Pathology</td>
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<tr>
<td>CDA120*</td>
<td>Dental Practice Emergencies and Patient Management</td>
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<td>CDA125*</td>
<td>Dental Materials</td>
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<tr>
<td>CDA220*</td>
<td>Clinical Dental Assisting I</td>
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<tr>
<td>CDA230*</td>
<td>Clinical Dental Assisting II</td>
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<tr>
<td>CDA240*</td>
<td>Dental Radiographic Imaging</td>
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<td>CDA280*</td>
<td>Clinical Dental Assistant Practicum</td>
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<td>CDA290*</td>
<td>Internship for Clinical Dental Assistants</td>
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</tr>
<tr>
<td>HCC109</td>
<td>CPR for Health Care Provider</td>
<td>0.5</td>
</tr>
<tr>
<td>HCC130AD</td>
<td>Communication and Teamwork in Health Care Organizations</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Certificate of Completion in Clinical Dental Assisting

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

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

CIPS Code: 51.0601

Admission Criteria:

A high school diploma or GED equivalency is required.

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

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

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

Completion of Program Prerequisites with a “C” or better.

Formal application and acceptance into the Clinical Dental Assisting Program.

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

**Program Prerequisites:** 7.5-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td>SUN ENG1101 (3)</td>
</tr>
<tr>
<td>OR ENG107*</td>
<td>First-Year Composition for ESL</td>
<td>3</td>
</tr>
<tr>
<td>BIO156*</td>
<td>Introductory Biology for Allied Health</td>
<td>4</td>
</tr>
<tr>
<td>OR BIO160</td>
<td>Introduction to Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HCC130AD</td>
<td>Communication and Teamwork in Healthcare Organizations</td>
<td>0.5</td>
</tr>
<tr>
<td>HCC109</td>
<td>CPR for Health Care Provider</td>
<td>0.5</td>
</tr>
<tr>
<td>OR</td>
<td>Proof of CPR certification</td>
<td>0-0.5</td>
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</tbody>
</table>

**Required Courses:** 26.5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDA240*</td>
<td>Dental Radiographic Imaging</td>
<td>3</td>
</tr>
<tr>
<td>CDA285*</td>
<td>Clinical Dental Assisting Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CDA290*</td>
<td>Internship for Clinical Dental Assistants</td>
<td>4</td>
</tr>
<tr>
<td>DAE112*</td>
<td>Dental Assisting I</td>
<td>7</td>
</tr>
<tr>
<td>DAE156*</td>
<td>Dental Assisting II</td>
<td>7</td>
</tr>
<tr>
<td>DAE212*</td>
<td>Dental Assisting III</td>
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<tr>
<td>DAE256*</td>
<td>Dental Assisting IV</td>
<td>1.5</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
# Dental Assisting (Clinical)

**Required Courses:** 24-34.5

| Certificate of Completion in Dental Assisting Technology | 24 |
| Certificate of Completion in Clinical Dental Assisting | 34-34.5 |

**Restricted Electives:** 0.5-11

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

**General Education Requirements:** 22-28

**General Education Core:** 9-15

<table>
<thead>
<tr>
<th>First-Year Composition</th>
<th>3-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101* First-Year Composition</td>
<td>ENG101 (3)</td>
</tr>
<tr>
<td>OR Met by ENG101 or ENG107 in the Required Courses area</td>
<td></td>
</tr>
<tr>
<td>ENG102* First-Year Composition</td>
<td>ENG102 (3)</td>
</tr>
<tr>
<td>OR ENG108* First-Year Composition for ESL (3)</td>
<td></td>
</tr>
<tr>
<td>OR ENG111* Technical and Professional Writing (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Oral Communication** 3

Any approved general education course in the Oral Communication area.

**Critical Reading** 0-3

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

**Mathematics** 3

| MAT102* Mathematical Concepts/Applications (3) |
| OR Equivalent course |
| OR Satisfactory completion of a higher level mathematics course |

**General Education Distribution:** 13

**Humanities and Fine Arts** 3

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

**Social and Behavioral Sciences** 6

| PSY101 Introduction to Psychology | PSY1101 (3) |
| AND SOC101 Introduction to Sociology | SOC1101 (3) |

**Natural Sciences** 4

| BIO156* Introductory Biology for Allied Health (4) |
| OR BIO160 Introduction to Human Anatomy and Physiology (4) |
| OR BIO201* Human Anatomy and Physiology I | BIO2201 (4) |

**Certificate(s) or Degree(s) Awarded:**

Certificate of Completion in:
- Dental Assisting Technology (24 credits)
- Clinical Dental Assisting (34-34.5 credits)

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

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

**Minimum GPA 2.00**

*Indicates course has a Prerequisite and/or Corequisite.*
### Detention Services

#### Certificate of Completion in Detention Services

The Certificate of Completion (CCL) in Detention Services program is designed to prepare students who are interested in a career in the field of detention and also upgrade the skills of those presently working in the field. The courses examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. The courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates and the variety of problems encountered with these individuals.

**CIPS Code: 43.0102**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET130*</td>
<td>2</td>
</tr>
<tr>
<td>LET132*</td>
<td>3</td>
</tr>
<tr>
<td>LET134*</td>
<td>2</td>
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<tr>
<td>LET135*</td>
<td>2</td>
</tr>
<tr>
<td>LET136*</td>
<td>2</td>
</tr>
<tr>
<td>LET138*</td>
<td>2</td>
</tr>
<tr>
<td>LET139*</td>
<td>2</td>
</tr>
<tr>
<td>LET141*</td>
<td>4</td>
</tr>
</tbody>
</table>

**Associate in Applied Science in Detention Services**

The Associate in Applied Science (AAS) in Detention Services program is designed to prepare students who are interested in a career in the field of detention or to upgrade the skills of those presently working in the field. Courses will examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. Courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates, and the variety of problems encountered with these individuals.

**CIPS Code: 43.0102**

**Required Courses:**

- Certificate of Completion in Detention Services: 18

**Restricted Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BPCxxx</td>
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</tr>
<tr>
<td>BPC110</td>
<td>3</td>
</tr>
<tr>
<td>CIS105</td>
<td>3</td>
</tr>
<tr>
<td>COM259*</td>
<td>3</td>
</tr>
<tr>
<td>HIS101</td>
<td>3</td>
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<tr>
<td>HIS102</td>
<td>3</td>
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<tr>
<td>HIS103</td>
<td>3</td>
</tr>
<tr>
<td>HIS104</td>
<td>3</td>
</tr>
<tr>
<td>HIS145</td>
<td>3</td>
</tr>
</tbody>
</table>

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

LET125  Legal Aspects of Law Enforcement  2
LET144*  Detention Officer Field Training  2
LET148*  Detention Officer Field Training Lab  3
LET150*  Firearms I  3
LET151*  Firearms II  2
LET224  Crime Scene Investigations  4
LET230*  Cultural Awareness for Law Enforcement  3
MGT229  Management and Leadership I  3
MGT230*  Management and Leadership II  3
PADxxx  Any PAD Public Administration Course  3
PSY101  Introduction to Psychology  3
PSY266*  Abnormal Psychology  3
PSY270*  Personal and Social Adjustment  3
REL243  World Religions  3
SOC101  Introduction to Sociology  3
SOC110  Drugs and Society  3
SOC140  Racial and Ethnic Minorities  3
SOC245*  Social Deviance  3
SPH245  Hispanic Heritage in the Southwest  3

General Education Requirements:  22-25

General Education Core:  12-15

First-Year Composition  6
ENG101*  First-Year Composition  SUN: ENG1101 (3)
AND
ENG102*  First-Year Composition  SUN: ENG1102 (3)
OR
ENG111*  Technical and Professional Writing (3)

Oral Communication  3
COM230  Small Group Communication

Critical Reading  0-3
CRE101*  College Critical Reading (3)
OR
CRE111*  Critical Reading for Business and Industry (3)
OR
Equivalent as indicated by assessment

Mathematics  3
MAT122*  Intermediate Algebra

General Education Distribution:  10

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

Social and Behavioral Sciences  3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Detention Services (18 credits)
Associate in Applied Science in:
Detention Services (61-64 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Law Enforcement Technology

Certificate of Completion in Law Enforcement Technology Academy

The Certificate of Completion (CCL) in Law Enforcement Technology Academy is a closed program designed to provide participants with up-to-date industry specific training for the law enforcement professional. Courses are designed to teach participants how to handle the challenges in the field of law enforcement.

CIPS Code: 43.0107

Admission Criteria:
Permission of Department or Division.

Required Courses: 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET100*</td>
<td>Introduction to Law Enforcement Technology</td>
<td>1</td>
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<tr>
<td>LET102*</td>
<td>Criminal Investigation</td>
<td>4</td>
</tr>
<tr>
<td>LET106</td>
<td>Patrol Procedures</td>
<td>2</td>
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<tr>
<td>LET109</td>
<td>Criminal Law</td>
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<tr>
<td>LET111*</td>
<td>Tactical Driving</td>
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<tr>
<td>LET119*</td>
<td>Community Relations</td>
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<td>LET125</td>
<td>Legal Aspects of Law Enforcement</td>
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<tr>
<td>LET127</td>
<td>Field Problems</td>
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<tr>
<td>LET143</td>
<td>Physical Conditioning and Wellness</td>
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<tr>
<td>LET145*</td>
<td>Arrest/Defense Tactics</td>
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</tr>
<tr>
<td>LET150*</td>
<td>Firearms I</td>
<td>3</td>
</tr>
<tr>
<td>LET151*</td>
<td>Firearms II</td>
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<tr>
<td>LET156</td>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>LET190*</td>
<td>Human Communications and Relations</td>
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<td>LET202</td>
<td>Traffic Procedures</td>
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<tr>
<td>LET203</td>
<td>Report Writing</td>
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<tr>
<td>LET211</td>
<td>Criminalistics</td>
<td>2</td>
</tr>
<tr>
<td>LET223</td>
<td>Search and Seizure</td>
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</table>

* Indicates course has a Prerequisite and/or Corequisite.

Certificate of Completion in Law Enforcement Technology

The Certificate of Completion (CCL) in Law Enforcement Technology program is designed as a preparatory certificate to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. This certificate does not lead to AZ Peace Officer certification.

CIPS Code: 43.0107

Required Courses: 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET106</td>
<td>Patrol Procedures</td>
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<tr>
<td>LET109</td>
<td>Criminal Law</td>
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<td>LET110</td>
<td>Fundamentals of Law Enforcement</td>
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<tr>
<td>LET125</td>
<td>Legal Aspects of Law Enforcement</td>
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<tr>
<td>LET127</td>
<td>Field Problems</td>
<td>2</td>
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<tr>
<td>LET146</td>
<td>Officer Survival</td>
<td>1</td>
</tr>
<tr>
<td>LET158</td>
<td>Fundamentals of First Aid Care for Law Enforcement</td>
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<tr>
<td>LET202</td>
<td>Traffic Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET203</td>
<td>Report Writing</td>
<td>2</td>
</tr>
<tr>
<td>LET211</td>
<td>Criminalistics</td>
<td>2</td>
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<tr>
<td>LET223</td>
<td>Search and Seizure</td>
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<tr>
<td>LET224</td>
<td>Crime Scene Investigations</td>
<td>4</td>
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<tr>
<td>LET282</td>
<td>Police Roles and Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>LET284</td>
<td>Professionalism Within Policing</td>
<td>4</td>
</tr>
<tr>
<td>LET288BA</td>
<td>Current Issues in Law Enforcement Technology</td>
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<tr>
<td>LET286</td>
<td>Modern Policing Strategies</td>
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</tbody>
</table>
# Law Enforcement Technology

## Associate in Applied Science in Law Enforcement Technology

The Associate in Applied Science (AAS) in Law Enforcement Technology program is designed to provide participants with up-to-date industry specific training that will enhance their professional opportunities. Courses are also designed to teach participants how to handle the challenges of the law enforcement profession. In addition, a Certificate of Completion (CCL) in Law Enforcement Technology Academy and a Certificate of Completion in Law Enforcement Technology are also available.

**CIPS Code: 43.0107**

### Required Courses: 39

- Certificate of Completion in Law Enforcement Technology Academy (39)
  - OR
- Certificate of Completion in Law Enforcement Technology (39) 39

### General Education Requirements: 25

- General Education Core: 15

#### First-Year Composition 6

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>ENG1101</td>
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#### Oral Communication 3

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>COM100</td>
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<td>COM1100</td>
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</tbody>
</table>

#### Critical Reading 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101*</td>
<td>3</td>
</tr>
<tr>
<td>CRE111*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Mathematics 3

- Any approved general education course in the Mathematics area.

#### General Education Distribution: 10

- Humanities and Fine Arts 3
  - Any approved general education course in the Humanities and Fine Arts area.
- Social and Behavioral Sciences 3
  - Any approved general education course in the Social and Behavioral Sciences area.
- Natural Sciences 4
  - Any approved general education course in the Natural Sciences area.

*Indicates course has a Prerequisite and/or Corequisite.*
Law Enforcement Technology

Certificate of Completion in Public Safety Technology

The Certificate of Completion (CCL) in Public Safety Technology program is designed to provide participants with up-to-date industry-specific training that will enhance their professional opportunities. In addition, it is designed to provide the metropolitan Phoenix area with a staff of law enforcement professionals capable of handling the challenges of their profession.

CIPS Code: 43.0107

Admission Criteria:
Must be a law enforcement officer and have departmental approval.

Required Courses: 14

LET152* Tactical Weapons 2
LET179* Traffic Enforcement Procedures 2
LET183* Traffic Offenses 2
LET188* Vehicle Inspection 3
LET250* DUI Detection 2
LET260* Traffic Accident Investigation 3

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Law Enforcement Technology Academy (39 credits)
Law Enforcement Technology (39 credits)
Public Safety Technology (14 credits)

Associate in Applied Science in:
Law Enforcement Technology (64 credits)

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

Minimum GPA 2.00

Opportunities for Educational Training for Current Law Enforcement Professionals

For more than a decade, Rio Salado College has partnered with various metropolitan Phoenix police agencies and training academies to provide Arizona’s law enforcement professionals with the finest and most comprehensive educational training opportunities available. Rio Salado currently offers a Certificate of Completion in Law Enforcement Technology, which leads to an Associate in Applied Science in Law Enforcement Technology. This certificate is designed to provide law enforcement officers with the knowledge to enhance their professional skills, earn promotions, widen their career choices, and meet the challenges of their duties and responsibilities.

For more information, call 480-517-8461 or visit our website at: http://policetraining.rio.maricopa.edu/

In addition to the Certificate of Completion and Associate in Applied Science in Law Enforcement Technology, Rio Salado also offers a Certificate of Completion in Public Safety Technology. This certificate is designed to further enhance the skills and knowledge acquired in the basic law enforcement academy.
Public Safety: Firefighters

Certificate of Completion in Firefighter Operations

The Certificate of Completion (CCL) in Firefighter Operations provides the opportunity for individuals seeking employment in various firefighting settings to acquire the minimum standard firefighting skills needed in the field.

CIPS Code: 43.0203

Admission Criteria:
Completion of Program Prerequisites.
Formal application and admission to the program is required.

Program Prerequisites: 3-13
EMT/FSC104* Basic Emergency Medical Technology (9)
OR
Permission of Program Director 0-9
FSC105 Hazardous Materials/First Responder 3
FSC130 Fitness for Firefighters/CPAT (1)
OR
Permission of Program Director 0-1

Required Courses: 14
FSC102* Fire Department Operations 11
FSC134 Fitness and Conditioning for Firefighters 3

Associate in Applied Science in Emergency Response and Operations

The Associate in Applied Science (AAS) in Emergency Response and Operations program provides students with a curriculum specific to the student's individual needs in addition to the knowledge and skills needed in today's changing public safety workplace. The program develops education, skills, and techniques for planning, responding, and mitigating various emergency situations within the student's specific discipline with emphasis on effective response and operations. The curriculum combines coursework in public safety emergency services with a general education component. Additional Certificates of Completion (CCL) are available.

CIPS Code: 51.0904

* Indicates course has a Prerequisite and/or Corequisite.
Public Safety: Firefighters

Admission Criteria:
Students pursuing Track I Fire Operations OR Track II Paramedicine may be required to complete a program entrance exam as appropriate OR Permission of Program Director

Program Prerequisites: 0-9
EMT/HLR101 Cardiopulmonary Resuscitation/Basic Cardiac Life Support (0.5) OR Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) OR Permission of Program Director 0.0-0.5

Track I: Fire Operations and Track II: Paramedicine
EMT/FSC104* Basic Emergency Medical Technology (9)
OR Arizona State EMT Certification or equivalent (0)
OR Arizona State Paramedic Certification or equivalent (0)
OR Permission of Program Director 0.0-0.5

Required Courses: 18-45.5
Students must select one (1) of the following five (5) tracks.

Track I 18
Fire Operations
FSC102* Fire Department Operations 11
FSC105 Hazardous Materials/First Responder 3
FSC130 Fitness for Firefighters/CPAT 1
FSC134 Fitness and Conditioning for Firefighters 3
OR

Track II 43.5-45.5
Paramedicine
EMT235* Emergency Cardiac Care 3
EMT236* Pharmacology in an Emergency Setting 3
EMT240* Advanced Cardiac Life Support 2
EMT242* Pediatric Advanced Life Support (1)
OR
EMT265* Pediatric Education for Prehospital Providers: Advanced (1) 1
EMT245* Trauma Management I (2)
OR
EMT246* Trauma Management II (4) 2-4
EMT272AA* Advanced Emergency Medical Technology 12.5
EMT272AB* Advanced Emergency Medical Technology 12.5
EMT272LL* Advanced Emergency Medical Technology Practicum 7.5
OR

Track III 18
Emergency Management
AJS/DPR/FSC139 Emergency Response to Terrorism 3
AJS/DPR/FSC146 Disaster Recovery Operations 3
AJS/DPR/FSC147 Emergency Preparedness 3
AJS/DPR/FSC148 Fundamentals of Emergency Management 3
AJS/DPR/FSC149 Hazard Mitigation 3
FSC224 Incident Command Systems 3
OR

Rio Salado College is currently offering courses for Track I only. For course enrollment in Tracks II-V, please see other MCCCD colleges.

* Indicates course has a Prerequisite and/or Corequisite.
## Public Safety: Firefighters

### Track IV 24

#### Fire Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJS/DPR/</td>
<td>Emergency Preparedness (3)</td>
<td></td>
</tr>
<tr>
<td>FSC147</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>AJS/DPR/</td>
<td>Fundamentals of Emergency Management (3)</td>
<td>3</td>
</tr>
<tr>
<td>FSC105</td>
<td>Hazardous Materials/First Responder</td>
<td>3</td>
</tr>
<tr>
<td>FSC108</td>
<td>Fundamentals of Fire Prevention</td>
<td>3</td>
</tr>
<tr>
<td>FSC113</td>
<td>Introduction to Fire Suppression</td>
<td>3</td>
</tr>
<tr>
<td>FSC117</td>
<td>Fire Apparatus</td>
<td>3</td>
</tr>
<tr>
<td>FSC119</td>
<td>Introduction Fire Service Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FSC208*</td>
<td>Firefighter Safety and Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>FSC215</td>
<td>Customer Service in the Public Sector</td>
<td>3</td>
</tr>
</tbody>
</table>

**OR**

### Track V 24

#### Fire Investigation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC105</td>
<td>Hazardous Materials/First Responder</td>
<td>3</td>
</tr>
<tr>
<td>FSC108</td>
<td>Fundamentals of Fire Prevention</td>
<td>3</td>
</tr>
<tr>
<td>FSC119</td>
<td>Introduction Fire Service Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FSC208*</td>
<td>Firefighter Safety and Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>FSC209</td>
<td>Fire Investigation I</td>
<td>3</td>
</tr>
<tr>
<td>FSC210*</td>
<td>Fire Investigation II</td>
<td>3</td>
</tr>
<tr>
<td>FSC211*</td>
<td>Fire Investigation III</td>
<td>3</td>
</tr>
<tr>
<td>FSC212*</td>
<td>Fire Investigation IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Restrict Electives: 14-20.5**

Students must choose the appropriate number of credits to meet the program total for completion. Selected courses will not apply in both Required Courses and Restricted electives areas.

#### General Education Requirements: 22-25

- **General Education Core:** 12-15
  - **First-Year Composition** 6
    - Any approved general education courses from the First-Year Composition area.
  - **Oral Communication** 3
    - Any approved general education course from the Oral Communication area.
  - **Critical Reading** 0-3
    - Any approved general education course from the Critical Reading area.
  - **Mathematics** 3
    - Any approved general education course from the Mathematics area.
  - **General Education Distribution:** 10
    - **Humanities and Fine Arts** 3
      - Any approved general education course from the Humanities and Fine Arts area.
    - **Social and Behavioral Sciences** 3
      - Any approved general education course from the Social and Behavioral Sciences area.
    - **Natural Sciences** 4
      - Any approved general education course from the Natural Sciences area.

**Certificate(s) or Degree(s) Awarded:**

- Certificate of Completion in: Firefighter Operations (17-27 credits)
- Associate in Applied Science in: Emergency Response and Operations (60 credits)

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

**Minimum GPA 2.00**

*Indicates course has a Prerequisite and/or Corequisite.*
Quality Customer Service

Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service is designed to provide students with training to meet the requirements for employment in non-sales areas. The courses will be offered in Customer Service, Teamwork, Communication skills (both written and oral) and Professional Development.

CIPS Code: 52.0411

Required Courses: 13-14

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM110</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>GBS175</td>
<td>Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>TQM101</td>
<td>Quality Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>TQM105*</td>
<td>Writing for Quality Results (2)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GBS233*</td>
<td>Business Communication (3)</td>
<td>2-3</td>
</tr>
<tr>
<td>TQM230</td>
<td>Teamwork Dynamics</td>
<td>2</td>
</tr>
</tbody>
</table>

Restricted Electives: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCxxx</td>
<td>Any BPC Business-Personal Computer course</td>
<td>3</td>
</tr>
<tr>
<td>COM263</td>
<td>Elements of Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT172</td>
<td>Organizations, Paradigms, and Change</td>
<td>1</td>
</tr>
<tr>
<td>SOC212</td>
<td>Gender and Society</td>
<td>3</td>
</tr>
<tr>
<td>TQM200</td>
<td>Leadership for Front-Line Employees</td>
<td>2</td>
</tr>
<tr>
<td>TQM205</td>
<td>Managing Diversity</td>
<td>2</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Educational Partnerships & Customized Training

Associate in Applied Science in Quality Customer Service

The Associate in Applied Science (AAS) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment. Courses will be offered in Customer Service, Teamwork, Communication Skills (both written and oral), and Professional Development.

CIPS Code: 52.0411

Required Courses: 16-17

Certificate of Completion in Quality Customer Service 16-17

Restricted Electives: 22-23

Students will choose one of the following for a total of 22-23 credits.

Students must choose 22-23 industry/job specific course credits and have them approved by the department chair, or choose 22-23 industry/job specific course credits from the list of Restricted Electives. These industry/job specific credits must include a minimum of 9 credits with a common subject.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIRxxx</td>
<td>Any AIR Airline Operations course</td>
<td></td>
</tr>
<tr>
<td>BTOxxx</td>
<td>Any BTO Business Technology for the Office course.</td>
<td></td>
</tr>
<tr>
<td>COVxxx</td>
<td>Any COV Covey course.</td>
<td></td>
</tr>
<tr>
<td>CSIxxx</td>
<td>Any CSI Credit Services Industry course.</td>
<td></td>
</tr>
<tr>
<td>CSRxxx</td>
<td>Any CSR Customer Service Representative course.</td>
<td></td>
</tr>
<tr>
<td>GBSxxx</td>
<td>Any GBS General Business course.</td>
<td></td>
</tr>
<tr>
<td>HSAxxx</td>
<td>Any HSA Human Services Administration course.</td>
<td></td>
</tr>
<tr>
<td>MGTxxx</td>
<td>Any MGT Management course.</td>
<td></td>
</tr>
<tr>
<td>PADxxx</td>
<td>Any PAD Public Administration course</td>
<td></td>
</tr>
<tr>
<td>PGRxxx</td>
<td>Any PGR Professional Growth course.</td>
<td></td>
</tr>
<tr>
<td>PHTxxx</td>
<td>Any PHT Pharmacy Technology course.</td>
<td></td>
</tr>
<tr>
<td>PRMxxx</td>
<td>Any PRM Property Management course.</td>
<td></td>
</tr>
<tr>
<td>SBSxxx</td>
<td>Any SBS Small Business Management course.</td>
<td></td>
</tr>
</tbody>
</table>
Quality Customer Service

TLTxxx Any TLT Telecommunications Technology course.
TQMxxx Any TQM Total Quality Management course.
TVLxxx Any TVL Travel Agent Technology course.
UCSxxx Any UCS Utilities Customer Service course.

OR

Students must choose one of the following Certificates of Completion for a total of 22-23 credits.

Certificate of Completion in Human Services - Assistance: Customer Service

The Certificate of Completion (CCL) in Human Services-Assistance: Customer Service program is designed to provide students with the knowledge and skills to meet basic job requirements in federal and state assistance programs. The courses will cover interviewing techniques, referrals, case management, and advanced eligibility determinations issues in medical, food stamps, and aide to families with dependent children.

CIPS Code: 52.0207

Required Courses: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA113</td>
<td>Family Assistance Computer System Overview</td>
<td>2</td>
</tr>
<tr>
<td>HSA114</td>
<td>Assistance Applications</td>
<td>3</td>
</tr>
<tr>
<td>HSA116</td>
<td>Assistance Determination</td>
<td>3</td>
</tr>
<tr>
<td>HSA118</td>
<td>Medical Assistance Determination</td>
<td>3</td>
</tr>
<tr>
<td>HSA222*</td>
<td>Advanced Eligibility Determination I</td>
<td>3</td>
</tr>
<tr>
<td>HSA224*</td>
<td>Advanced Eligibility Determination II</td>
<td>2</td>
</tr>
<tr>
<td>HSA226*</td>
<td>Advanced Eligibility Determination III</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must also choose 4-5 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Human Services - Specialist: Customer Service

The Certificate of Completion (CCL) in Human Services-Specialist: Customer Service is designed to provide students with the knowledge and skills to meet basic job requirements in federal and state assistance programs. Courses will cover case management techniques, job evaluations, dispute resolutions, and grievance procedures.

CIPS Code: 44.0000

Required Courses: 13

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC119*</td>
<td>Basic Data Entry Activities</td>
<td>1</td>
</tr>
<tr>
<td>HSA160</td>
<td>Employment Assistance Administration I</td>
<td>3</td>
</tr>
<tr>
<td>HSA162*</td>
<td>Employment Assistance Administration II</td>
<td>3</td>
</tr>
<tr>
<td>HSA163*</td>
<td>Employment Assistance Administration Lab I</td>
<td>3</td>
</tr>
<tr>
<td>HSA164*</td>
<td>Employment Assistance Administration Lab II</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also choose 9-10 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Human Services - Unemployment Insurance: Customer Service

The Certificate of Completion (CCL) in Human Services-Unemployment Insurance: Customer Service is designed to provide students with the knowledge and skills to meet basic job requirements in unemployment insurance programs. The courses will cover interviewing techniques, documentation and eligibility determinations in addition to chargeability, adjudication, and advanced eligibility issues.

CIPS Code: 52.0411

Required Courses: 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA119</td>
<td>Unemployment Insurance Customer Service I</td>
<td>3</td>
</tr>
<tr>
<td>HSA121*</td>
<td>Unemployment Insurance Customer Service II</td>
<td>2</td>
</tr>
<tr>
<td>HSA122*</td>
<td>Unemployment Insurance Claims Taking</td>
<td>2</td>
</tr>
<tr>
<td>HSA124*</td>
<td>Unemployment Insurance Adjudication I</td>
<td>2</td>
</tr>
<tr>
<td>HSA126*</td>
<td>Unemployment Insurance Adjudication II</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must also choose 11-12 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Automobile Insurance: Customer Service

The Certificate of Completion (CCL) in Automobile Insurance: Customer Service is designed to provide students with the training required for employment in the automobile insurance industry. Courses cover eligibility guidelines, rating factors, policy rates and quotes, policy coverage adjustment, underwriting procedures and contract stipulations. Additional topics include computer usage, customer service skills and the responsibilities of the automobile insurance member services representative.

CIPS Code: 52.0411

Required Courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR200</td>
<td>Automobile Representative Customer Services</td>
<td>3</td>
</tr>
<tr>
<td>CSR207</td>
<td>Automobile Policy Adjustment Operations I</td>
<td>3</td>
</tr>
<tr>
<td>CSR212</td>
<td>Automobile Insurance Operations II</td>
<td>2</td>
</tr>
<tr>
<td>CSR213*</td>
<td>Automobile Insurance Operations Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Students must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Automobile Insurance Claims: Customer Service

The Certificate of Completion (CCL) in Automobile Insurance Claims: Customer Service program is designed to provide students with the training required for employment in the automobile insurance claims industry. Courses cover auto insurance claims, payments, damage appraisal and fault determination. Also includes loss reports and application of claims processing procedures.

CIPS Code: 52.0411

Required Courses: 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR232</td>
<td>Auto Insurance and Claims Overview</td>
<td>3</td>
</tr>
<tr>
<td>CSR233</td>
<td>Auto Damage Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>CSR242</td>
<td>Auto Insurance Loss Reports</td>
<td>2</td>
</tr>
<tr>
<td>CSR243*</td>
<td>Auto Insurance Loss Reports Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Quality Customer Service

Certificate of Completion in Automobile Policy: Customer Service

The Certificate of Completion (CCL) in Automobile Policy: Customer Service is designed to prepare students in the automobile insurance industry. The courses include insurance operation overview, account management techniques, policy cancellation, and reinstatement. The emphasis will be on customer service skills and policy endorsement knowledge.

CIPS Code: 52.0411

**Required Courses:** 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR251</td>
<td>Automobile Insurance Operations</td>
<td>3</td>
</tr>
<tr>
<td>CSR253</td>
<td>Automobile Policy Endorsement Coverage</td>
<td>3</td>
</tr>
<tr>
<td>CSR254</td>
<td>Automobile Policy Endorsement Provisions</td>
<td>2</td>
</tr>
<tr>
<td>CSR256</td>
<td>Automobile Insurance Policy Cancellation</td>
<td>2</td>
</tr>
<tr>
<td>CSR259</td>
<td>Automobile Insurance Policy Reinstatement</td>
<td>1</td>
</tr>
</tbody>
</table>

Students must also choose 11-12 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Motor Vehicle: Customer Service

The Certificate of Completion (CCL) in Motor Vehicle: Customer Service is designed to provide students with the training required for employment in the Arizona State Motor Vehicle Division. Courses will cover the use of a computerized account maintenance system, records administration, title and registration issues, documentation, and communication skills.

CIPS Code: 52.0207

**Required Courses:** 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR111</td>
<td>Motor Vehicle Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>CSR112</td>
<td>Motor Vehicle Records Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSR113</td>
<td>Motor Vehicle Title and Registration</td>
<td>2</td>
</tr>
<tr>
<td>CSR115</td>
<td>Privilege Restriction Documentation</td>
<td>2</td>
</tr>
<tr>
<td>CSR124</td>
<td>Motor Vehicle Title Exchange</td>
<td>1</td>
</tr>
</tbody>
</table>

Students must also choose 11-12 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 training required for employment in the insurance industry. Courses will also cover insurance coverage, rates and regulations, processing and rewriting applications, and the use of a computerized insurance system.

CIPS Code: 52.0411

**Required Courses:** 14

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR180</td>
<td>Insurance Regulations</td>
<td>3</td>
</tr>
<tr>
<td>CSR181</td>
<td>Insurance Rates and Coverage</td>
<td>3</td>
</tr>
<tr>
<td>CSR182</td>
<td>Insurance Application Processing and Rewrites</td>
<td>3</td>
</tr>
<tr>
<td>CSR185</td>
<td>Insurance Industry Direct Sales I</td>
<td>3</td>
</tr>
<tr>
<td>CSR186*</td>
<td>Insurance Industry Direct Sales II</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must also choose 8-9 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Utilities: Customer Service

The Certificate of Completion (CCL) in Utilities: Customer Service is designed to provide students with training to meet requirements for employment in the customer service area of the utilities industry. Courses focus on handling customer accounts, including processing new customer accounts, service orders, service plans, rates and payments.

CIPS Code: 52.0411

**Required Courses:** 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCS101</td>
<td>Introduction to Billing</td>
<td>3</td>
</tr>
<tr>
<td>UCS108*</td>
<td>Account Services for Public Utilities</td>
<td>1</td>
</tr>
<tr>
<td>UCS110</td>
<td>Meter and Trouble Orders</td>
<td>2</td>
</tr>
<tr>
<td>UCS120</td>
<td>Payments, Credits and Rates</td>
<td>3</td>
</tr>
<tr>
<td>UCS130</td>
<td>Service Orders I</td>
<td>3</td>
</tr>
<tr>
<td>UCS135*</td>
<td>Service Orders II</td>
<td>2</td>
</tr>
<tr>
<td>UCS140*</td>
<td>Service Order Procedures</td>
<td>2</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
Quality Customer Service

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCS105</td>
<td>Introduction to Public Utility</td>
<td>2</td>
</tr>
<tr>
<td>UCS122*</td>
<td>Public Utility Orders I</td>
<td>3</td>
</tr>
<tr>
<td>UCS124*</td>
<td>Public Utility Orders II</td>
<td>3</td>
</tr>
<tr>
<td>UCS126*</td>
<td>Public Utility Service Practices</td>
<td>2</td>
</tr>
<tr>
<td>UCS128*</td>
<td>Public Utility Processing</td>
<td>3</td>
</tr>
<tr>
<td>UCS132*</td>
<td>Advanced Public Utility Processing I</td>
<td>3</td>
</tr>
<tr>
<td>UCS134*</td>
<td>Advanced Public Utility Processing II</td>
<td>3</td>
</tr>
</tbody>
</table>

Student must also choose 3-7 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Bank Account Management: Customer Service

The Certificate of Completion (CCL) in Bank Account Management: Customer Service is designed to provide students with the training required for employment in the banking industry. Courses focus on the responsibilities of the banking member service representative, including account management, banking services, and banking products. The courses also cover effective customer service skills and the usage of computerized banking operating systems.

CIPS Code: 52.0803

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI206*</td>
<td>Banking Member Service Representative</td>
<td>3</td>
</tr>
<tr>
<td>CSI207*</td>
<td>Banking Accounts and Products</td>
<td>3</td>
</tr>
<tr>
<td>CSI208*</td>
<td>Banking Account Management</td>
<td>3</td>
</tr>
<tr>
<td>CSI209*</td>
<td>Banking Account Management Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Student must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Credit Counseling: Customer Service

The Certificate of Completion (CCL) in Credit Counseling: Customer Service is designed to provide students with the training required for employment in the credit counseling industry. Courses will cover types of bankruptcies, types of credit and types of account liabilities as well as legal issues and laws governing the credit industry. The training will also focus on customer service, customer account evaluations and account maintenance.

CIPS Code: 52.0411

Required Courses:

Required Courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI250</td>
<td>Customer Service for Credit Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CSI251</td>
<td>Legal Issues in Credit Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSI255</td>
<td>Account Maintenance Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CSI257</td>
<td>Credit Counseling Account Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI250</td>
<td>Customer Service for Credit Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CSI251</td>
<td>Legal Issues in Credit Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSI252</td>
<td>Credit Counseling New Accounts</td>
<td>3</td>
</tr>
<tr>
<td>CSI258</td>
<td>Credit Counseling and Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

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

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6
ENG101* First-Year Composition SUN: ENG1101 (3)
AND
ENG102* First-Year Composition SUN: ENG1102 (3)
OR
ENG111* Technical and Professional Writing (3)

Oral Communication 3
COM100 Introduction to Human Communication SUN: COM1100

Critical Reading 0-3
CRE101* College Critical Reading (3)
OR
CRE111* Critical Reading for Business and Industry (3)
OR
Equivalent as indicated by assessment

Mathematics 3
MAT102* Mathematical Concepts/Applications (3)
OR
Satisfactory completion of a higher level mathematics course.

General Education Distribution: 10

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

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

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

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Quality Customer Service (16-17 credits)
- Human Services - Assistance: Customer Service (18 credits)
- Human Services - Specialist: Customer Service (13 credits)
- Human Services - Unemployment Insurance: Customer Service (11 credits)
- Automobile Insurance: Customer Service (12 credits)
- Automobile Insurance Claims: Customer Service (11 credits)
- Automobile Policy: Customer Service (11 credits)
- Insurance: Customer Service (14 credits)
- Motor Vehicle: Customer Service (11 credits)
- Utilities: Customer Service (16-19 credits)
- Bank Account Management: Customer Service (10 credits)
- Credit Counseling: Customer Service (12 credits)

Associate in Applied Science in:
- Quality Customer Service (61-64 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development and Community Re-Entry

The Certificate of Completion (CCL) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education.

CIPS Code: 30.9999

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

- WFR110* Re-Entry Skills: Personal Skill Development 3
- WFR112* Re-Entry Skills: Family Reunification 3
- WFR114* Re-Entry Skills: Social Skill Development 1
- WFR116* Re-Entry Skills: Substance Abuse Education 1
- WFR118* Re-Entry Skills: Job Readiness 3
- WFR120* Re-Entry Skills: Job Retention 2

Associate in Applied Science in Workforce Development and Community Re-Entry

The Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses in the program will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education. The program includes a Certificate of Completion (CCL) in Workforce Development and Community Re-Entry and an Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry, as well as various other Certificates of Completion in the areas of Carpentry, Graphic Arts, Automotive Technology, Horticulture, Landscape Technology, Furniture Construction/Refinishing, and Electrical.

CIPS Code: 30.9999

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

Certificate of Completion in Workforce Development and Community Re-Entry 13

* Indicates course has a Prerequisite and/or Corequisite.
## Workforce Development and Community Re-Entry

### Restricted Electives: 26-29

Students will choose one of the following for a total of 26-29 credits.

Students must choose 26-29 industry/job specific elective credits from the list of Restricted Electives below. These industry/job specific credits must include a minimum of 9 credits with a common prefix.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABAxxx</td>
<td>Any ABA Arizona Builders Alliance course.</td>
</tr>
<tr>
<td>ABCxxx</td>
<td>Any ABC Associated Builders and Contractors course.</td>
</tr>
<tr>
<td>ACCxxx</td>
<td>Any ACC Accounting course.</td>
</tr>
<tr>
<td>ADAxxx</td>
<td>Any ADA Advertising Arts course.</td>
</tr>
<tr>
<td>AGBxxx</td>
<td>Any AGB Agribusiness course.</td>
</tr>
<tr>
<td>AGLxxx</td>
<td>Any AGL Agricultural Landscape course.</td>
</tr>
<tr>
<td>AGSxxx</td>
<td>Any AGS Agricultural Science course.</td>
</tr>
<tr>
<td>APTxxx</td>
<td>Any APT Automotive Performance Technology course.</td>
</tr>
<tr>
<td>AUTxxx</td>
<td>Any AUT Automotive Technology course.</td>
</tr>
<tr>
<td>BLTxxx</td>
<td>Any BLT Building Safety and Construction Technology course.</td>
</tr>
<tr>
<td>BPCxxx</td>
<td>Any BPC Business-Personal Computers course.</td>
</tr>
<tr>
<td>CISxxx</td>
<td>Any CIS Computer Information Systems course.</td>
</tr>
<tr>
<td>CNSxxx</td>
<td>Any CNS Construction course.</td>
</tr>
<tr>
<td>ELAxxx</td>
<td>Any ELA Electrician: Apprenticeship course.</td>
</tr>
<tr>
<td>FONxxx</td>
<td>Any FON Food and Nutrition course.</td>
</tr>
<tr>
<td>GTCxxx</td>
<td>Any GTC General Technology course.</td>
</tr>
<tr>
<td>IECxxx</td>
<td>Any IEC Independent Electrical Contractors course.</td>
</tr>
<tr>
<td>INDxxx</td>
<td>Any IND Industry course.</td>
</tr>
<tr>
<td>RECxxx</td>
<td>Any REC Recreation course.</td>
</tr>
<tr>
<td>SUNxxx</td>
<td>Any SUN Sundtcorp course.</td>
</tr>
<tr>
<td>WLDxxx</td>
<td>Any WLD Welding Technology course.</td>
</tr>
</tbody>
</table>

**OR**

Students must choose one of the following Certificates of Completion for a total of 26-29 credits.

### Certificate of Completion in Workforce Development: Carpentry Level I

The Certificate of Completion (CCL) in Workforce Development: Carpentry Level I is designed to prepare incarcerated persons with an introduction to the field of carpentry. Courses will cover basic carpentry skills as well as hand and power tools, blueprints and construction calculations. The program will also include courses focusing on floor systems, wall systems, and roof systems. A unique feature of this program is an internship component where incarcerated students have the opportunity to gain hands-on experience through the construction of products for the government, the construction industry, and the community.

**CIPS Code: 46.0201**

### Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

### Required Courses: 14

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA120*</td>
<td>Carpentry Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>ABA121*</td>
<td>Floor and Wall Systems</td>
<td>2</td>
</tr>
<tr>
<td>ABC119*</td>
<td>Basic Safety</td>
<td>1</td>
</tr>
<tr>
<td>ABC120*</td>
<td>Basic Calculations for Construction</td>
<td>1.5</td>
</tr>
<tr>
<td>ABC121*</td>
<td>Introduction to Hand and Power Tools</td>
<td>1</td>
</tr>
<tr>
<td>ABC122*</td>
<td>Rigging Safety and Equipment</td>
<td>1</td>
</tr>
<tr>
<td>ABC123*</td>
<td>Introduction to Construction Drawings</td>
<td>0.5</td>
</tr>
<tr>
<td>ABC136*</td>
<td>Roof Systems</td>
<td>1</td>
</tr>
<tr>
<td>GTC107</td>
<td>Technical Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>CNS290AB*</td>
<td>Construction Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must also choose 12-15 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Workforce Development: Carpentry Level II

The Certificate of Completion (CCL) in Workforce Development: Carpentry Level II is advanced training in the field of carpentry for the incarcerated person. Courses will cover construction estimations and site preparation procedures. Courses will also focus on concrete, drywall, wall finishing, and stair construction. Incarcerated students will receive additional hands-on experience through the construction of products for the government, the construction industry, and the community.

CIPS Code: 46.0201

Program Prerequisites: 14
Certificate of Completion in Workforce Development: Carpentry Level I 14

Required Courses: 13.5
- ABC135* Fundamentals of Concrete 1
- ABC230* Stair Construction 1
- GTC121 Construction Estimating I 3
- SUN104* Site Preparation I 1
- CNS290AC* Construction Internship 3
- ABC231* Exterior Wall Finishes 3
- SUN207* Metal Studs and Drywall 1.5
- OR
- GTC182 Building Construction Methods I 3
- SUN208* Construction Plans and Elevations 1.5

Students must also choose 0-1.5 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Electrical Level I

The Certificate of Completion (CCL) in Workforce Development: Electrical Level I is designed to prepare the incarcerated person with skills needed to work in the construction field upon release. Courses focus on basic electrical fundamentals as well as electrical equipment, blueprints, codes, and safety. A unique feature of this program allows incarcerated students to gain hands-on experience through the construction of electrical products for the government, the construction industry, and the community.

CIPS Code: 46.0302

Admission Criteria:
Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12
- ABA102 Electrical Fundamentals 1
- ABA103 Handbending of Electrical Conduit 0.5
- ABA104* Raceways, Boxes, Fittings, Anchors/Supports 1.5
- ABC119* Basic Safety 1
- ABC120* Basic Calculations for Construction 1.5
- ABC121* Introduction to Hand and Power Tools 1
- ABC122* Rigging Safety and Equipment 1
- ABC123* Introduction to Construction Drawings 0.5
- ABC126* Electrical Test Equipment 1
- ABC142* Alternating Current 1
- CNS290AB* Construction Internship 2

Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Electrical Level II

The Certificate of Completion (CCL) in Workforce Development: Electrical Level II is advanced training for the incarcerated person to prepare to work in the construction field upon release. Courses focus on basic electricity, electrical standards, and installation procedures. Incarcerated students gain additional hands-on experience through the construction of electrical products for the government, the construction industry, and the community.

CIPS Code: 46.0302

**Program Prerequisites:** 12  
Certificate of Completion in Workforce Development: Electrical Level I

**Required Courses:** 14.5  
ABA130* Installation of Electric Services 1  
ABA150* Advanced Calculations for Electricians 1.5  
ABC132* Circuit Breakers and Fuses 1  
ABC133* Basic Lighting 1  
ABC143* Motors: Theory and Application 2  
ABC144* Grounding 1  
BLT131 Applied Electric Codes 4  
CNS290AC* Construction Internship 3  

Students must also choose 0-2.5 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Horticulture

The Certificate of Completion (CCL) in Workforce Development: Horticulture is designed to prepare the incarcerated person with skills needed to work in the field of horticulture upon release. Courses in the program focus on methods of controlling insects, weeds, and plant diseases as well as plant growth, and greenhouse management.

CIPS Code: 01.1103

**Admission Criteria:**  
Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

**Required Courses:** 14  
AGS164 Plant Growth and Development 4  
AGS183 Urban Plant Identification and Use 3  
AGS186 Greenhouse Management and Construction 3  
AGS268 Insect, Weed and Pest Control 4  

Students must also choose 12-15 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Landscape Technology

The Certificate of Completion (CCL) in Workforce Development: Landscape Technology is advanced training for the incarcerated person to prepare to work in the landscaping field upon release, including skills to run an agribusiness. Courses continue to provide training in landscape design and management as well as irrigation and watering, plant identification, and lawn and turf procedures.

CIPS Code: 01.1103

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 16

- AGB130 Establishing and Running an Agribusiness 3
- AGL184 Landscape Drafting and Design I 2
- AGS183 Urban Plant Identification and Use 3
- AGS264 Irrigation and Water Management 3
- AGS284 Lawn and Turf Care 3
- REC132 Landscape Management 2

Students must also choose 10-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Automotive Technology Level I

The Certificate of Completion (CCL) in Workforce Development: Automotive Technology Level I is designed to prepare the incarcerated person with skills needed to work in the automotive technology field upon release. Courses focus on basic automotive service skills. Courses also cover automotive components, systems, theories, and testing procedures. Incarcerated students choose one of three areas as an emphasis: internal combustion engines, air conditioning, or braking systems.

CIPS Code: 47.0604

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

- APT101 Automotive Service Operations 2
- APT161 Auto Electrical/Electronic Systems I 4
- AUT103BD* Ignition Systems 1
- AUT210AA* Automotive Emission Systems 3
- AUT101AA Internal Combustion Engines Theory (3) OR
- AUT107AA Automotive Air Conditioning (3) OR
- AUT109AA Automotive Brake Systems (3) 3

Students must also choose 13-16 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Automotive Technology Level II

The Certificate of Completion (CCL) in Workforce Development: Automotive Technology Level II is an advanced automotive technology program designed to prepare the incarcerated person with skills needed to work in the automotive technology field upon release. Courses focus on automotive systems and malfunctions as well as procedures for diagnosis and repair.

CIPS Code: 47.0604

Program Prerequisites: 13
Certificate of Completion in Workforce Development: Automotive Technology Level I 13

Required Courses: 16
APT131 Automotive Power Trains 6
APT141 Alignment, Steering, and Suspension 6
APT262* Auto Electrical/Electronic Systems II 4
OR

Required Courses: 16
APT181 Engine Performance and Diagnosis I 6
APT262* Auto Electrical/Electronic Systems II 4
APT282* Engine Performance and Diagnosis II 6

Certificate of Completion in Workforce Development: Furniture Construction/Refinishing Level I

The Certificate of Completion (CCL) in Workforce Development: Furniture Construction/Refinishing Level I is designed to prepare the incarcerated person with skills needed to work in the furniture construction/refinishing industry upon release. Courses focus on the design, construction, assembly, and finishing of furniture pieces. Topics also include types of wood, fasteners, hand and power woodworking tools as well as project planning.

CIPS Code: 48.0702

Admission Criteria:
Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12
GTC127 Beginning Woodworking 3
GTC128* Intermediate Woodworking 3
GTC130* Furniture Construction I 3
GTC131* Furniture Construction II 3
Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Furniture Construction/ Refinishing Level II

The Certificate of Completion (CCL) in Workforce Development: Furniture Construction/Refinishing Level II is an advanced program designed to prepare the incarcerated person with skills needed to work in the furniture construction/refinishing industry upon release. Courses focus on cabinetmaking skills, upholstery skills, and various finishing techniques.

CIPS Code: 48.0702

Program Prerequisites: 12
Certificate of Completion in Workforce Development: Furniture Construction/ Refinishing Level I

Required Courses: 15
GTC132 Wood Finishing 3
GTC144* Introduction to Cabinetmaking 3
GTC145* Advanced Cabinetmaking 3
GTC156 Furniture Upholstery I 3
GTC157* Furniture Upholstery II 3
Students must also choose 0-2 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Graphic Arts Level I

The Certificate of Completion (CCL) in Workforce Development: Graphic Arts Level I is designed to prepare the incarcerated person with skills needed to work in the field of graphic arts upon release. The courses will provide an introduction to the printing industry, including the printing of graphics and electronic publishing. Courses will also focus on the types of paper, printing techniques, and finishing, binding, and packaging styles, as well as offset press operations.

CIPS Code: 10.0301

Admission Criteria:
Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 12
ADA114 Graphics Printing Processes 3
ADA175* Electronic Publishing Design I 3
IND110 Introduction to the Printing Industry 1
IND111 Paper, Binding and Finishing Techniques 3
IND112 Lithographic Inks and Offset Press Operations 2
Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Graphic Arts Level II

The Certificate of Completion (CCL) in Workforce Development: Graphic Arts Level II is an advanced program designed to prepare the incarcerated person with skills needed to work in the graphic arts upon release. Courses focus on computer aided graphics, illustration, and photographic imaging. The training will also cover the production of print advertisements.

CIPS Code: 10.0301

Program Prerequisites: 12
Certificate of Completion in Workforce Development: Graphic Arts Level I

Required Courses: 15
ADA102 Advertising Production Methods 3
ADA177* Computer-Photographic Imaging 3
ADA183* Computer Aided Graphic Arts I 3
ADA283* Computer Aided Graphic Arts II 3
ADA289* Computer Illustration 3
Students must also choose 0-2 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
## Workforce Development and Community Re-Entry

### General Education Requirements: 25

#### General Education Core: 15

##### First-Year Composition 6

Any approved general education course in the First-Year Composition area.

##### Oral Communication 3

Any approved general education course in the Oral Communication area.

##### Critical Reading 3

Any approved general education course in the Critical Reading area.

##### Mathematics 3

Any approved general education course in the Mathematics area.

#### General Education Distribution: 10

##### Humanities and Fine Arts 3

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

##### Social and Behavioral Sciences 3

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

##### Natural Sciences 4

Any approved general education course in the Natural Sciences area.

### Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Workforce Development and Community Re-Entry (13 credits)
- Workforce Development: Carpentry Level I (14 credits)
- Workforce Development: Carpentry Level II (27.5 credits)
- Workforce Development: Electrical Level I (12 credits)
- Workforce Development: Electrical Level II (26.5 credits)
- Workforce Development: Horticulture (14 credits)
- Workforce Development: Landscape Technology (16 credits)
- Workforce Development: Automotive Technology Level I (13 credits)
- Workforce Development: Automotive Technology Level II (29 credits)
- Workforce Development: Furniture Construction Refinishing Level I (12 credits)
- Workforce Development: Furniture Construction/Refinishing Level II (27 credits)
- Workforce Development: Graphic Arts Level I (12 credits)
- Workforce Development: Graphic Arts Level II (27 credits)

Associate in Applied Science in:
- Workforce Development and Community Re-Entry (64-67 credits)

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

### Minimum GPA 2.00

*Indicates course has a Prerequisite and/or Corequisite.*
One of the ten Maricopa Community Colleges, Rio Salado offers in-demand programs such as dental hygiene, paralegal and all university transfer degree pathways.

The Maricopa Community College District has articulation agreements with numerous universities and private colleges across the country, providing a seamless transition to universities where you can complete your bachelor’s degree and beyond. This is just another way MCCCD makes achieving a college education a possibility for all students.

www.riosalado.edu/transfer
Districtwide Programs

- Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S
- Associate in Arts (AA) Degree
- Associate in Arts in Elementary Education (AAEE) Degree
- Associate in Arts, Fine Arts (AAFA) - Art Degree
- Associate in Arts, Fine Arts (AAFA) - Dance Degree
- Associate in Arts, Fine Arts (AAFA) - Theatre Degree
- Associate in Science (AS) Degree
- Associate in Business (ABus) Degree, General Requirements (GR)
- Associate in Business (ABus) Degree, Special Requirements (SR)
- Associate in General Studies (AGS) Degree
- Associate in Applied Science (AAS) Degree, General Education Requirements
- Academic Certificate
- General Graduation Requirements
- MCCCDS General Education Statement
- Catalog Under Which a Student Graduates
- Transcripts for Transfer
- Districtwide Occupational Programs
Description

The Maricopa County Community College District Arizona General Education Curriculum (MCCCD AGEC) is a 35-38 semester-credit general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. Generally, the MCCCD AGEC transfers as a block without loss of credit.

In most cases, all courses used to satisfy the MCCCD AGEC will apply to graduation requirements of the university major for which the AGEC was designed.

For students planning to pursue an associate degree or transfer to an Arizona public community college or university, the AGEC A is a component of the MCCCD Associate in Arts, the AGEC B is a component of the MCCCD Associate in Business, and the AGEC S is a component of the MCCCD Associate in Science.

Purpose of the AGECs

There are three types of MCCCD AGECs. They are the AGEC A, the AGEC B, and the AGEC S. Designed to articulate with different academic majors, their requirements vary accordingly. Additional information on academic majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

1. The AGEC A is designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with the Associate in Arts (e.g., social sciences, fine arts, humanities). AGEC A requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement. AGEC A Mathematics requirement is less stringent than the AGEC B and AGEC S. AGEC A and AGEC B Natural Sciences requirements are less stringent than AGEC S.

2. The AGEC B is designed to satisfy requirements in business majors that articulate with the Associate in Business. AGEC B requires a minimum of brief calculus to satisfy the Mathematics [MA] requirement.

3. The AGEC S is designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements. AGEC S articulates with the Associate in Science. AGEC S requires a minimum of the first course in a calculus sequence to satisfy the Mathematics [MA] requirement, and a minimum of eight credits of either university chemistry, university physics or general biology to satisfy the Natural Sciences [SQ/SG] requirement. In addition, students must select six to eight additional credits of math and/or science appropriate to the major.

Academic Policies that Govern the AGEC A, B, S

- Requires 35-38 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent; A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better; On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC;

- Uses the following policies to help students complete the required Core and Awareness Areas without exceeding the 35-38 semester credits.

1. Courses can satisfy a Core area and one or two Awareness areas simultaneously.

2. A course cannot be used to satisfy more than one Core area requirement in the AGEC A and B.

3. A course can be used to satisfy the L and SB or L and HU requirements simultaneously in the Core area for the AGEC S.

- Follows the general education policy below:
Arizona General Education Curriculum (AGEC),
AGEC A, AGEC B, AGEC S

**General Education Designations**  
(example: (FYC), [SB], [HU], etc.)

Effective fall 2000 the course evaluation and/or the general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for course evaluations and/or general education designations.

- Require courses that transfer as equivalent courses, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona CEG (Course Equivalency Guide). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript;
- Require that a minimum of 12 semester credits of course work be taken at any of the MCCCD colleges;
- Include both courses and their modular equivalents, either the course or the modular equivalents will satisfy the AGEC;
- Accept one of the courses that is cross-referenced with other courses;
- Provide for exemption from Arizona university admission requirements for: Students who complete the AGEC A, AGEC B, or AGEC S with a minimum 2.5 on a 4.0=A scale, or students who complete an associate or higher degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for non-residents.

**AGEC Requirements**

The 35-38 semester credits required for each of the three AGECs follow. See the list entitled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC A, AGEC B and/or AGEC S for specific course information via the following website:  
www.maricopa.edu/academic/ccta/

The list identifies the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply.

<table>
<thead>
<tr>
<th>A. Core Areas:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First-Year Composition (FYC)</td>
<td>6</td>
</tr>
<tr>
<td>2. Literacy and Critical Inquiry [L]</td>
<td>0-3</td>
</tr>
</tbody>
</table>

AGEC A and AGEC B: Select a course that satisfies the [L] requirement (3).

AGEC S: Recommend selecting a course that satisfies (L and SB) or (L and HU), or (L and COM), or (L and CRE101) requirements simultaneously.

3. **Mathematical Studies [MA/CS]**  
4-6 Credits

The Mathematics [MA] requirement differs for AGECA A, AGEC B, and AGEC S.

To complete the Mathematical Studies requirement for AGEC A and AGEC B, select one course to satisfy Mathematics [MA], and a second course from Computer/Statistics/Quantitative Applications [CS].

AGEC S does not require the [CS] area.

**AGEC A requires:**

a. Mathematics [MA] (3 credits) **AND**  
(Requires a course in college mathematics (MAT142) or college algebra (MAT150, MAT151, MAT152) or precalculus (MAT187) or any other mathematics course designated with the MA general education value and for which college algebra is a prerequisite.)

b. **Computer/Statistics/Quantitative Applications [CS] (3 credits)**

**AGEC B requires:**

a. Mathematics [MA] (3 credits) **AND**  
(Requires a course in brief calculus (MAT212) or a higher level mathematics course (MAT216, MAT220, or MAT221 or any course for which these courses are prerequisites.)

b. **Computer/Statistics/Quantitative Applications [CS] (3 credits)**

CIS105 Survey of Computer Information Systems
Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

**AGEC S requires:**

a. Mathematics [MA] (4 credits) **AND**

   (Requires a calculus course (MAT220 or MAT221) OR any mathematics course for which MAT220 or MAT221 are prerequisites OR, if pursuing a degree at ASU in Life Sciences, select MAT251 Calculus for Life Science.

4. **Humanities and Fine Arts [HU]** 6

   AGEC A and AGEC B: Students are encouraged to choose courses from more than one discipline for a total of six semester credits.

   AGEC S: Recommend selecting a course that satisfies both (L and HU) requirements simultaneously.

5. **Social and Behavioral Sciences [SB]** 6

   AGEC A and AGEC B: Students are encouraged to choose courses from more than one discipline for a total of six semester credits.

   AGEC S: Recommend selecting a course that satisfies (L and SB) requirements simultaneously.

6. **Natural Sciences [SQ/SG]** 8

   To complete the Natural Sciences requirement:

   AGEC A and AGEC B require four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

   The Natural Sciences requirement differs for AGEC S. AGEC S requires eight (8) semester credits of either university chemistry or eight (8) semester credits of university physics or eight (8) semester credits of general biology appropriate to the major.

   The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

7. **Subject Options (Subject based on major) (AGEC S)** 6-8

   Students completing AGEC S, through careful selection of courses that meet the other major or pre-requisite requirements for Science degrees, will meet this requirement.

   Using a transfer guide, select Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

B. **Awareness Areas:**

   Students must satisfy two Awareness areas: Cultural Diversity in United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five to thirty-eight semester credits to complete any of the three MCCCD AGECs because courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

1. Cultural Diversity in the United States [C] **AND**

2. Global Awareness [G] **OR**

3. Historical Awareness [H]

**AGEC Area Requirements Descriptions/Definitions**

**Core Areas**

**First-Year Composition [FVC]**

Courses must be completed with a grade of “C” or better in the First-Year Composition Core area. Courses must emphasize skills necessary for college-level learning and writing skills.

**Literacy and Critical Inquiry [L]**

Courses must be completed with a grade of “C” or better in the Literacy and Critical Inquiry Core area. In the [L] course, typically at the sophomore level, students gather, interpret, and evaluate evidence and express their findings in writing or speech. This course includes a series of graded written or spoken formal assignments.
Arizona General Education Curriculum (AGEC),
AGEC A, AGEC B, AGEC S

For AGEC S, students will select a course that satisfies both Literacy and Social & Behavioral Sciences or Literacy and Humanities and Fine Arts requirements simultaneously.

For AGEC S, students will select a course that satisfies both Literacy and Social & Behavioral Sciences or Literacy and Humanities and Fine Arts requirements simultaneously.

Literacy is defined broadly as communicative competence in written and oral discourse; critical inquiry is defined as the gathering, interpreting, and evaluating of evidence. Building on the proficiency attained in traditional First-Year Composition courses, the Literacy and Critical Inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Mathematical Studies [MA]

Courses must be completed with a grade of “C” or better in the Mathematical Studies Core Area. One course must be selected from Mathematics [MA]. In AGEC A and AGEC B, a second course must be selected from Computer/Statistics/Quantitative Applications [CS].

The Mathematical Studies requirement is intended to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers make mathematical analysis more powerful and efficient.

First, the acquisition of essential skill in basic mathematics requires the student to complete a course in college algebra or to demonstrate a higher level of skill by completing a course for which college algebra is a prerequisite.

Second, the real-world application of mathematical reasoning requires the student to take a course in statistics or the use of quantitative analysis to solve problems of substance.

Third, the use of the computer to assist in serious analytical work is required. Computers are widely used to study the implications of social decisions or to model physical systems.

• Mathematics [MA] AGEC A
  The AGEC A Mathematics Core area requires a course in college mathematics, college algebra, pre-calculus, or any other mathematics course for which college algebra is a prerequisite.

• Mathematics [MA] AGEC B
  The AGEC B Mathematics Core area requires a course in Brief Calculus or a higher level mathematics course.

• Mathematics [MA] AGEC S
  The AGEC S Mathematics Core area requires the first course in the calculus sequence or any mathematics course for which that course is a prerequisite. MAT251 is required if transferring to a Life Sciences degree at Arizona State University (ASU).

Computer/Statistics/Quantitative Applications [CS]

AGEC A, B [CS] requires: courses that emphasize the use of statistics or other mathematical methods in the interpretation of data and in describing and understanding quantitative relationships, courses that involve the use of computer programming languages or software in the development of skills in analytical thinking.

AGEC B specifies CIS105 as the course that meets the [CS] requirement.

Humanities and Fine Arts [HU]

Courses must be completed with a grade of “C” or better in the Humanities and Fine Arts Core area. Students are encouraged to choose coursework from more than one discipline. The Humanities and Fine Arts Core area enables students to broaden and deepen their consideration of basic human values and their interpretation of the experiences of human beings.

The humanities are concerned with questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and questions of moral, aesthetic, and other human values. The humanities investigate these questions in both the present and the past and make use of philosophy, foreign languages, linguistics and communications studies, religious studies, literature, and fine arts.

The fine arts constitute the artist’s creative deliberation about reality, meaning, knowledge, and values.
Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

Social and Behavioral Sciences [SB]
Courses must be completed with a grade of “C” or better in the Social and Behavioral Sciences Core area. Students are encouraged to choose course work from more than one discipline.

The Social and Behavioral Sciences Core area provides scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological, or social. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a world of diminishing economic, linguistic, military, political, and social distance.

Natural Sciences [SQ/SG]
Courses must be completed with a grade of “C” or better in the Natural Sciences Core area.

Courses in the Natural Sciences Core area help the student to develop an appreciation of the scope and limitations of scientific capability to contribute to the quality of society. This Core area emphasizes knowledge of methods of scientific inquiry and mastery of basic scientific principles and concepts, in particular those that relate to matter and energy in living and non-living systems. Firsthand exposure to scientific phenomena in the laboratory is important in developing and understanding the concepts, principles, and vocabulary of science. At least one of the two laboratory courses required in the Natural Sciences Core area must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SQ] A & B
The AGEC A and B Natural Sciences Core area requires one laboratory course in natural sciences that includes a substantial introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SG] A & B
The AGEC A and B Natural Sciences Core area requires a second laboratory course in the natural sciences, for example, from anthropology, astronomy, biology, chemistry, experimental psychology, geology, microbiology, physical anthropology, physical geography, physics, plant biology.

Natural Sciences S
The AGEC S Natural Sciences Core area requires eight semester credits of either university chemistry or eight semester credits of university physics or eight semester credits of general biology appropriate to the major.

SQ = Natural Science-Quantitative
SG = Natural Science-General

Subject Options (for AGEC S)
Courses in the Subject Options area help the student to be prepared for specific majors in science.

Students completing AGEC S, through careful selection of courses that meet the other major or prerequisite requirements for Science degree, will meet this requirement. Using a transfer guide, courses would be selected from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

Awareness Areas
Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness. Courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

Cultural Diversity in the United States [C]
The contemporary “culture” of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. U.S. history involves the experiences not only of different groups of European immigrants and their descendants, but also of diverse groups of American Indians, Hispanic Americans, African Americans and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view one. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present, and future and can help to foster greater mutual understanding and respect.
**Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S**

The objective of the Cultural Diversity area requirement is to promote awareness of and appreciation for cultural diversity within the contemporary United States. This is accomplished through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the United States, or exploration of successful or unsuccessful interactions between and among cultural groups.

**Global Awareness [G]**

Human organizations and relationships have evolved from being family and village centered to the modern global interdependence that is apparent in many disciplines—for example, contemporary art, business, engineering, music, and the natural and social sciences. Many serious local and national problems are world issues that require solutions which exhibit mutuality and reciprocity. These problems occur in a wide variety of activities, such as food supply, ecology, health care delivery, language planning, information exchange, economic and social developments, law, technology transfer, and even philosophy and the arts. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. The Global Awareness Area includes courses that recognize the nature of other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

Courses that satisfy the global awareness option in the requirements are of one or more of the following types:

1. Area studies that are concerned with an examination of culture-specific elements of a region of the world;
2. The study of a non-English language;
3. Studies of international relationships, particularly those in which cultural change is facilitated by such factors as social and economic development, education, and the transfer of technology; and
4. Studies of cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology.

**Historical Awareness [H]**

The Historical Awareness Area option in the requirements aims to develop a knowledge of the past that can be useful in shaping the present and future. Because historical forces and traditions have created modern life and lie just beneath its surface, historical awareness is an aid in the analysis of present-day problems. Also, because the historical past is a source of social and national identity, historical study can produce intercultural understanding by tracing cultural differences to their origins. Even the remote past may have instructive analogies for the present.

The Historical Awareness Area consists of courses that are historical in method and content. In this area, the term “history” designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence.

The requirement presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. History is present in the languages, art, music, literature, philosophy, religion, and the natural sciences, as well as in the social science traditionally called history.

For more detailed course information regarding AGEC requirements, please refer to the list entitled MCCC Courses That Can Be Used to Satisfy MCCC AGEC A, AGEC B, and/or AGEC S via the following website:

[www.maricopa.edu/academic/ccta/curric/index.php](http://www.maricopa.edu/academic/ccta/curric/index.php)
**Associate in Arts (AA) Degree**

**Description**

The Maricopa County Community College District Associate in Arts degree requires 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Arts (AGEC-A)
   - MCCCD Additional Requirements

II. General Electives

**Purpose of the Degree**

The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

In most cases, courses used to satisfy the MCCCD Associate in Arts will apply to university graduation requirements of the university major for which the Associate in Arts is designed. Information regarding the articulation of the Associate in Arts with majors at the Arizona public universities can be accessed via the following website: [www.aztransfer.com](http://www.aztransfer.com)

**Academic Policies that Govern the Associate in Arts Degree**

- Completion of the Associate in Arts and the AGECA provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGECA for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGECA.
- The General Education Requirements for AGECA may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGECA Core Area, AGECA Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGECA requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGECA-A, AGECA-B, and/or AGECA-S for specific course information via the following website: [www.maricopa.edu/academic/ccta/](http://www.maricopa.edu/academic/ccta/)
Associate in Arts (AA) Degree

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

The 60-64 semester credits required for the Associate in Arts follow. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas: 35
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 3
   c. Mathematical Studies [MA/CS] 6

   To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

   1) Mathematics [MA] A (3 credits)
      Note: Requires a course in college mathematics (MAT142) or college algebra (MAT150, MAT151, MAT152) or pre calculus (MAT187) or any other mathematics course designated with the MA general education value and for which college algebra is a prerequisite.

   AND

   2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

   d. Humanities and Fine Arts [HU] 6
      Students are encouraged to choose course work from more than one discipline for a total of six (6) semester credits.

   e. Social and Behavioral Sciences [SB] 6
      Students are encouraged to choose course work from more than one discipline for a total of six (6) semester credits.

   f. Natural Sciences [SQ/SG] 8
      To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students can not take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

      The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.
Associate in Arts (AA) Degree

2. Awareness Areas:
Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

   Cultural Diversity in the United States [C]
   AND
   Global Awareness [G] OR
   Historical Awareness [H]

3. MCCCD Additional Requirements 0-6
Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

a. Oral Communication
A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:
COM100 [SB] (3 credits) OR
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
COM110 [SB] (3 credits) OR
COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
COM225 [L] (3 credits) OR
COM230 [SB] (3 credits)

b. Critical Reading
A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

   CRE101 [L]
   OR
   equivalent as indicated by assessment

II. General Electives
Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AA, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: www.aztransfer.com/

Students must select MCCCD courses that are transferable to the university or universities to which the student plans to transfer, as elective credit or better according to the Arizona CEG within the AZCAS. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Arts degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

Associate in Arts Total Credits: 60-64
Associate in Arts in Elementary Education (AAEE) Degree

Description
The MCCCD Associate in Arts in Elementary Education (AAEE) requires the student to complete a total of 60-63 semester credits in the program of study. The degree has two major components:

I. MCCCD General Education
   Arizona General Education Curriculum for Arts (AGEC-A)
   Additional MCCCD Requirements

II. Elementary Education Requirements
   Education Foundations
   Restricted Electives

Purpose of the Degree
The AAEE is designed for the student who plans to transfer to an Elementary Education, Early Childhood, Multicultural/Multilingual, or Special Education program at an Arizona public higher education institution and/or who plans to become a classroom instructional aide.

Generally, the degree transfers as a block without loss of credit to Arizona’s public universities. In most cases, courses applied to the MCCCD Associate in Arts in Elementary Education also apply to graduation requirements of the university major for which the AAEE was designed.

Academic Policies that Govern the Associate in Arts Elementary Education Degree

- Completion of the Associate in Arts and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area.
  - Courses can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously.
  - A course cannot satisfy both the Elementary Education Requirement and a Core Area Requirement simultaneously.
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit.
Associate in Arts in Elementary Education (AAEE) Degree

on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: http://www.maricopa.edu/academic/ccta/

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement. must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC A or the Associate in Arts Elementary Education degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts in Elementary Education requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

I. MCCCD General Education Requirements

<table>
<thead>
<tr>
<th>MCCCD AGEC - A</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Core Areas</td>
<td>35-38</td>
</tr>
<tr>
<td>a. First-Year Composition [FYC]</td>
<td>6</td>
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<tr>
<td>ENG101/102 OR ENG107/108</td>
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<tr>
<td>1) MAT142 [MA] College Mathematics, or higher</td>
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<td>(NOTE: MAT156, MAT157, 182, and 206 are excluded) AND</td>
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<td>2) CIS105 [CS] Survey of Computer Information Systems, OR</td>
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<tr>
<td>BPC110 [CS] Computer Usage and Applications</td>
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<td>c. Literacy and Critical Inquiry [L]</td>
<td>3</td>
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<td>Select the following:</td>
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<td>COM225 Public Speaking</td>
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<td>d. Humanities and Fine Arts [HU]</td>
<td>6</td>
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<tr>
<td>1) Select 3 semester credits from the following courses:</td>
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<tr>
<td>ARH100 Introduction to Art</td>
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<td>ARH101 Prehistoric through Gothic Art</td>
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<tr>
<td>ARH102 Renaissance through Contemporary Art AND</td>
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<td>2) Select 3 semester credits from the following courses:</td>
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<tr>
<td>EDU/ENH291 Children's Literature</td>
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<tr>
<td>ENH110 Introduction to Literature</td>
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<td>ENH241 American Literature Before 1860</td>
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<td>ENH242 American Literature After 1860</td>
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<td>HUM250 or HUM251 Ideas and Values in the Humanities</td>
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<tr>
<td>TME111 Introduction to Theatre</td>
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<td>DAH100 Introduction to Dance</td>
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<tr>
<td>DAH201 World Dance Studies</td>
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<tr>
<td>MHL140 Survey of Music History</td>
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<tr>
<td>MHL143 Music in World Cultures</td>
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</tbody>
</table>
e. Social and Behavioral Sciences [SB]  6
   1) Select 3 semester credits from the following courses:
      HIS103  United States History to 1865
      POS110  American National Government
      AND
   2) Select 3 semester credits from the following courses:
      CFS205  Human Development
      ECH/CFS176 Child Development
      ECN211  Macroeconomic Principles
      ECN212  Microeconomic Principles
      GCU121  World Geography I: Eastern Hemisphere
      GCU122  World Geography II: Western Hemisphere
      HIS104  United States History 1865 to Present
      PSY101  Introduction to Psychology
   To complete the Natural Sciences requirement, select a total of 8 semester credits from the following categories. At least 4 credits must be SQ courses. You can select 4 semester credits of SG and 4 semester credits of SQ for a total of 8 semester credits. Natural Sciences courses must include or be accompanied by the corresponding laboratory course. When the lecture and corresponding laboratory are awarded separate credit, both will be counted as equivalent to one course in that discipline.
   1) Life Sciences - Select 4 semester credits of SQ or SG from BIO
      AND
   2) Physical Sciences or Earth/Space Sciences - Select 4 semester credits of SQ or SG credits from the following prefixes:
      AGS  Agricultural Science
      ASM  Anthropology
      AST  Astronomy
      CHM  Chemistry
      GPH  Physical Geography
      GLG  Geology
      PHS  Physical Science
      PHY  Physics
   Note: Students are advised to check with the university they plan to attend as requirements for lab sciences may vary.
g. Awareness Areas  0
   The MCCCD ATEE requires coursework in two Awareness Areas:
      Cultural Diversity in the U.S. [C]
      AND
      Historical Awareness [H] OR
      Global Awareness [G]
   Courses can satisfy a Core Area Requirement and one or more Awareness Areas, or can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness Areas.
Associate in Arts in Elementary Education (AAEE) Degree

2. MCCCD Additional Requirements  0-3
   a. Oral Communication
      Satisfied by COM225 taken for Literacy and Critical Inquiry Requirement
   b. Critical Reading
      CRE101 OR
      exemption by testing

II. Elementary Education Requirements  25
   A total of 25 semester credits are required to satisfy the Elementary Education Requirements.
   a. Education Foundations  18
      Complete the following courses to satisfy the Education Foundations requirements:
      EDU220  Introduction to Serving English Language Learners
      EDU221  Introduction to Education
      EDU222  Introduction to the Exceptional Learner
      EDU230  Cultural Diversity in Education
      MAT156  Mathematics for Elementary Teachers I
      MAT157  Mathematics for Elementary Teachers II
   b. Restricted Electives  7
      A total of 7 semester credits are required to satisfy the Restricted Electives.
      Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Content Area Electives
Select 7 credits from the following:
   Any ARH, ART, BPC, CIS, ECN, ENG, ENH, GCU, GPH, HIS, MHL, MTC, POS, THE, THP prefixed course(s)
   Any EDU prefixed course(s) (except EDU250)
   Any MAT (courses numbered higher than 142 except MAT156, and MAT157)
   Any Foreign Language course(s)
   Any Natural Science course(s)
   AAA/CPD115  Creating College Success
   CFS/ECH176  Child Development
   CFS205  Human Development
   EED215  Early Learning: Heath, Safety, Nutrition and Fitness
   FON100  Introductory Nutrition

Note: The following courses meet the state teacher certification requirement for United States and Arizona Constitutions:
   United States—HIS103, POS110, POS220, and POS222
   Arizona—POS220 and POS221

AAEE Total Credits:  60-63
Description
The Maricopa County Community College District Associate in Arts, Fine Arts - Art degree requires a minimum of 63 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Arts (AGEC-A)
   - MCCCD Additional Requirements

II. Fine Arts Requirements – Art

Purpose of the Degree
The Associate in Arts, Fine Arts - Art degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Art degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: [www.aztransfer.com](http://www.aztransfer.com)

Academic Policies that Govern the Associate in Arts, Fine Arts – Art Degree

- Completion of the Associate in Arts, Fine Arts - Art degree and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.

- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Art degree.

- A minimum of 63 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.

- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).

- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students have the option to petition for general education evaluations and/or general education designations upon transfer.

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: [www.maricopa.edu/academic/ccta/](http://www.maricopa.edu/academic/ccta/)
Associate in Arts, Fine Arts (AAFA)- Art Degree

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts Degree.
- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts – Art requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

**MCCCD AGEC-A**

1. **Core Areas**
   a. **First-Year Composition** [FYC] 6
   b. **Literacy and Critical Inquiry** [L] 3
   c. **Mathematical Studies** [MA/CS] 6

   To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].
   1) Mathematics [MA] A (3 credits)
      Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.
   AND
   2) **Computer/Statistics/Quantitative Applications** [CS] (3 credits)

   d. **Humanities and Fine Arts** [HU] 6

   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

   Select the following:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH101  Prehistoric Through Gothic Art 3</td>
</tr>
</tbody>
</table>

   e. **Social and Behavioral Sciences** [SB] 6

   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

   f. **Natural Sciences** [SQ/SG] 8

   To complete the Natural Sciences requirement:
   Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

   The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.

**Degree Requirements**

The 63 semester credits required for the Associate in Arts, Fine Arts - Art degree follow. See the list titled MCCCD Courses That Can be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: [www.maricopa.edu/academic/cca/](http://www.maricopa.edu/academic/cca/)

This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

1. **MCCCD General Education Credits**

   The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.
Associate in Arts, Fine Arts (AAFA) - Art Degree

Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. **Awareness Areas** 0

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

- Cultural Diversity in the United States [C]
- [AND]
- Global Awareness [G] OR
- Historical Awareness [H]

**MCCCD Additional Requirements** 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed thirty-five semester credits in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. **Oral Communication** 3

A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

- COM100 [SB] (3 credits) OR
- COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
- COM110 [SB] (3 credits) OR
- COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
- COM225 [L] (3 credits) OR
- COM230 [SB] (3 credits)

b. **Critical Reading** 3

A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.

Select from the following options to complete 3 credits:

- CRE101 (3 credits)
- OR
equivalent as indicated by assessment

**II. Fine Arts Requirements – Art** 28

A minimum of 28 credits are required to satisfy the Fine Arts Requirements – Art.

**Foundations** 16

Select the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA/ART112</td>
<td>Two-Dimensional Design 3</td>
</tr>
<tr>
<td>ADA/ART115</td>
<td>Three-Dimensional Design 3</td>
</tr>
<tr>
<td>ARH102</td>
<td>Renaissance Through Contemporary Art 3</td>
</tr>
<tr>
<td>ART111</td>
<td>Drawing I 3</td>
</tr>
<tr>
<td>ART113</td>
<td>Color 3</td>
</tr>
<tr>
<td>ART255AB</td>
<td>The Portfolio 1</td>
</tr>
</tbody>
</table>

**Restricted Electives** 12

Select from the following options to complete a minimum of twelve semester credits:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART116</td>
<td>Life Drawing I 3</td>
</tr>
<tr>
<td>ART122</td>
<td>Drawing and Composition II 3</td>
</tr>
<tr>
<td>ART131</td>
<td>Photography I 3</td>
</tr>
<tr>
<td>ART151</td>
<td>Sculpture I 3</td>
</tr>
<tr>
<td>ART161</td>
<td>Ceramics I 3</td>
</tr>
<tr>
<td>ART165</td>
<td>Watercolor Painting I 3</td>
</tr>
<tr>
<td>ART167</td>
<td>Painting I 3</td>
</tr>
</tbody>
</table>

**Associate in Arts, Fine Arts – Art**

**Total Credits:** 63
Districtwide Programs

Associate in Arts, Fine Arts (AAFA) - Dance Degree

Description

The Maricopa County Community College District Associate in Arts, Fine Arts - Dance degree requires a minimum of 64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Arts (AGEC-A)
   - MCCCD Additional Requirements

II. Fine Arts Requirements - Dance

Purpose of the Degree

The Associate in Arts, Fine Arts - Dance degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Dance degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website:

www.aztransfer.com

Academic Policies that Govern the Associate in Arts, Fine Arts - Dance Degree

- Completion of the Associate in Arts, Fine Arts - Dance degree and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Dance degree.
- A minimum of 64 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area
  - General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website:
  http://www.maricopa.edu/academic/ccta/
Associate in Arts, Fine Arts (AAFA) - Dance Degree

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts-Dance Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Dance requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

The 64 semester credits required for the Associate in Arts, Fine Arts - Dance degree follow. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

1. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas 35
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 3
   c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)
   Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.

   AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

   d. Humanities and Fine Arts [HU] 6

   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

   Select from the following options to complete three credits:

   Credits

   DAH100  Introduction to Dance 3
   DAH201  World Dance Studies 3

   e. Social and Behavioral Sciences [SB] 6

   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

   f. Natural Sciences [SQ/SG] 8

   To complete the Natural Sciences requirement:
   Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

Select from the following options to complete four credits:

**Credits**
- BIO160 Introduction to Human Anatomy and Physiology 4
- BIO201 Human Anatomy and Physiology I 4

2. **Awareness Areas**

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]

AND

Global Awareness [G] OR

Historical Awareness [H]

**MCCCD Additional Requirements 0-6**

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. **Oral Communication:** 3

A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:
- COM100 [SB] (3 credits) OR
- COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
- COM110 [SB] (3 credits) OR
- COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
- COM225 [L] (3 credits) OR
- COM230 [SB] (3 credits)

b. **Critical Reading** 3

A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

Select from the following options to complete 3 credits:
- CRE101 [L] (3 credits) OR
- equivalent as indicated by assessment

II. **Fine Arts Requirements – Dance 29**

A minimum of 29 credits are required to satisfy the Fine Arts Requirements – Dance.

**Part I:** 11

Select the following:

**Credits**
- DAN150 Dance Performance I 1
- DAN210 Dance Production I 3
- DAN221 Rhythmic Theory for Dance I 2
- DAN264 Choreography I 3
- DAN280 Dance Practicum 2
Part II: 9
Select from the following options to complete a minimum of nine semester credits. Students must attain Level III competency in ballet and modern dance courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN120++</td>
<td>World Dance (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN129</td>
<td>Musical Theatre Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN130</td>
<td>Musical Theatre Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN131</td>
<td>Ballet I</td>
<td>1</td>
</tr>
<tr>
<td>DAN132</td>
<td>Modern Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN133</td>
<td>Modern Jazz Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN134</td>
<td>Ballet II</td>
<td>1</td>
</tr>
<tr>
<td>DAN135</td>
<td>Modern Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN136</td>
<td>Modern Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN229</td>
<td>Musical Theatre Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN230</td>
<td>Musical Theatre Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN231</td>
<td>Ballet III</td>
<td>1</td>
</tr>
<tr>
<td>DAN231AA</td>
<td>Ballet III: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN232</td>
<td>Modern Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN233</td>
<td>Modern Jazz Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN234</td>
<td>Ballet IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN234AA</td>
<td>Ballet IV: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN235</td>
<td>Modern Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN236</td>
<td>Modern Jazz Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN237</td>
<td>Ballet Pointe I</td>
<td>1</td>
</tr>
<tr>
<td>DAN290</td>
<td>Dance Conservatory I (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN291</td>
<td>Dance Conservatory II (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN292</td>
<td>Dance Conservatory III (any module)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Part III: Restricted Electives 9
The remaining credits from DAH and DAN prefixed courses should be selected as prescribed by the dance advisor. Only three of the remaining credits may be selected from the following DAN prefixed courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAH+++++</td>
<td>Any DAH prefixed course EXCEPT DAH100 or DAH201 if selected to satisfy the AGEC A Humanities and Fine Arts Area.</td>
<td></td>
</tr>
</tbody>
</table>

DAN15++  Contemporary Dance Trends (any module) 1
DAN120++  World Dance (any module) 1
DAN125++  Social Dance (any module) 1
DAN129    Musical Theatre Dance I 1
DAN130    Musical Theatre Dance II 1
DAN133    Modern Jazz Dance I 1
DAN136    Modern Jazz Dance II 1
DAN140    Tap Dance I 1
DAN141    Dance Workshop 1
DAN145    Tap Dance II 1
DAN146    Tap Dance Ensemble 1
DAN150    Dance Performance I 1
DAN164    Improvisation 1
DAN230    Musical Theatre Dance IV 1
DAN231    Ballet III 1
DAN231AA  Ballet III: Intensive 2
DAN232    Modern Dance III 1
DAN233    Modern Jazz Dance III 1
DAN234    Ballet IV 1
DAN234AA  Ballet IV: Intensive 2
DAN235    Modern Dance IV 1
DAN236    Modern Jazz Dance IV 1
DAN237    Ballet Pointe I 1
DAN290++  Dance Conservatory I (any module) 1-3
DAN291++  Dance Conservatory II (any module) 1-3
DAN292++  Dance Conservatory III (any module) 1-3

*Selection of DAN298 courses to satisfy degree requirements should be done in consultation with a program advisor or faculty member as Special Projects courses do not currently transfer to any of the three Arizona state public universities.

Associate in Arts, Fine Arts – Dance Total Credits: 64
Description

The Maricopa County Community College District Associate in Arts, Fine Arts - Theatre degree requires a minimum of 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Arts (AGEC-A)
   - MCCCD Additional Requirements

II. Fine Arts Requirements – Theatre

Purpose of the Degree

The Associate in Arts, Fine Arts - Theatre degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Theatre may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: [www.aztransfer.com](http://www.aztransfer.com)

Academic Policies that Govern the Associate in Arts, Fine Arts - Theatre Degree

- Completion of the Associate in Arts, Fine Arts - Theatre and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Theatre degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major)
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
Associate in Arts, Fine Arts (AAFA) - Theatre Degree

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts - Theatre Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Theatre requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

**Degree Requirements**

The 60-64 semester credits required for the Associate in Arts, Fine Arts -Theatre follow. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. **MCCCD General Education Credits**

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

**MCCCD AGEC-A**

1. **Core Areas**

   - a. First-Year Composition [FYC] 6
   - b. Literacy and Critical Inquiry [L] 3

   Select the following:

   **Credits**

   THE220  Modern Drama  3

   - c. Mathematical Studies [MA/CS] 6

   To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

   1) Mathematics [MA] A (3 credits)

   Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.

   **AND**

   2) Computer/Statistics/Quantitative Applications [CS] (3 credits)
Associate in Arts, Fine Arts (AAFA) - Theatre Degree

d. Humanities and Fine Arts [HU] 6
   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
   Select the following:

   Credits

   HUM/THE205 Introduction to Cinema 3

e. Social and Behavioral Sciences [SB] 6
   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8
   To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.
   The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas 0
   Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

   a. Oral Communication 3
      A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.
      Select from the following options:
      COM100 [SB] (3 credits) OR
      COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
      COM110 [SB] (3 credits) OR
      COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
      COM225 [L] (3 credits) OR
      COM230 [SB] (3 credits)
b. Critical Reading  
A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.
Select from the following options to complete 3 credits.
CRE101 [L] (3 credits) OR  
equivalent as indicated by assessment

II. Fine Arts Requirements – Theatre  25-29
A minimum of 25 credits are required to satisfy the Fine Arts Requirements – Theatre.

Foundations  13  
Select the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE111</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP112</td>
<td>Acting I</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP115</td>
<td>Theatre Makeup</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP201AA</td>
<td>Theatre Production I OR</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>THP201AB</td>
<td>Theatre Production II</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>THP213</td>
<td>Introduction to Technical Theatre</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Restricted Electives  12-16
Students may choose from the following courses to specialize in Acting, Technical Theatre, Teacher Education, or Cinema. Students should consult with the theatre advisor for the restricted electives recommended for each specialization track.
Select from the following options to complete a minimum of 12 semester credits:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM/THE206</td>
<td>Introduction to Television Arts 3</td>
</tr>
<tr>
<td>HUM/THE210</td>
<td>Contemporary Cinema 3</td>
</tr>
<tr>
<td>THP118</td>
<td>Playwriting</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP120AA</td>
<td>Audition Techniques: Prepared Monologue 1</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>THP120AB</td>
<td>Audition Techniques: Cold Readings 1</td>
</tr>
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<td></td>
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<tr>
<td>THP130</td>
<td>Stage Combat OR</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>THP131</td>
<td>Stage Movement</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP210</td>
<td>Acting: TV/Film</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP211</td>
<td>Creative Drama</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP212</td>
<td>Acting II</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP214</td>
<td>Directing Techniques</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP216</td>
<td>Beginning Stage Lighting</td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>THP217</td>
<td>Introduction to Design Scenography 3</td>
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<td></td>
<td></td>
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<tr>
<td>THP219</td>
<td>Introduction to Puppetry</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THP267</td>
<td>Painting Techniques for Film, TV and Theatre</td>
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<td></td>
<td></td>
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<tr>
<td>COM/THP271</td>
<td>Voice and Diction 3</td>
</tr>
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<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Associate in Arts, Fine Arts - Theatre Total Credits:  60-64
**Description**

The Maricopa County Community College District Associate in Science degree requires 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Science (AGEC-S)
   - MCCCD Additional Requirements

II. General Electives

**Purpose of the Degree**

The Associate in Science degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors with more stringent mathematics and mathematics-based science requirements. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

In most cases, courses used to satisfy the MCCCD Associate in Science will apply to university graduation requirements of the university major for which the Associate in Science is designed. Information regarding the articulation of the Associate in Science with majors at the Arizona public universities can be accessed via the following website: [www.aztransfer.com](http://www.aztransfer.com)

**Academic Policies that Govern the Associate in Science Degree**

- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- The General Education Requirements for AGEC-S may be completed in 36-38 semester credits with the following stipulations.
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement in the AGEC A and B.
  - A course can be used to satisfy the L and SB or L and HU requirements simultaneously in the Core area for the AGEC S.

- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-S Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).

- Effective fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
**Associate in Science (AS) Degree**

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-S requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement All courses used to satisfy electives must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-S or Associate in Science Degree.

- Courses and their modular equivalents will satisfy AGEC-S and Associate in Science requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

**Degree Requirements**

The 60-64 semester credits required for the Associate in Science follow. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

<table>
<thead>
<tr>
<th>I. MCCCD General Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MCCCD AGEC-S</strong></td>
<td></td>
</tr>
<tr>
<td>1. Core Areas</td>
<td>36-38</td>
</tr>
<tr>
<td>a. First-Year Composition [FYC]</td>
<td>6</td>
</tr>
<tr>
<td>b. Literacy and Critical Inquiry [L]</td>
<td>0-3</td>
</tr>
<tr>
<td>Recommend selecting a course that satisfies L (Literacy and Critical Inquiry) and SB (Social and Behavioral Sciences) OR L (Literacy and Critical Inquiry) and HU (Humanities and Fine Arts) or L (Literacy and Critical Inquiry) and COM or L (Literacy and Critical Inquiry) and CRE101 requirements simultaneously.</td>
<td></td>
</tr>
<tr>
<td>c. Mathematical Studies [MA]</td>
<td>4</td>
</tr>
<tr>
<td>To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] S.</td>
<td></td>
</tr>
<tr>
<td>1) Mathematics [MA] S (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Select a calculus course MAT220 or MAT221, OR any mathematics course for which MAT220 or MAT221 is a prerequisite.</td>
<td></td>
</tr>
</tbody>
</table>
d. Humanities and Fine Arts [HU] 6
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
Select a course that satisfies both L and HU requirements simultaneously

e. Social and Behavioral Sciences [SB] 6
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
Select a course that satisfies both L and SB requirements simultaneously

f. Natural Sciences 8
To complete the Natural Sciences requirement:
Select eight (8) semester credits of either general chemistry CHM151 & CHM151LL, and CHM152 & CHM152LL
OR
Eight (8) semester credits of university physics PHY115 & PHY116, or PHY121 & PHY131
OR
Eight (8) semester credits of general biology, BIO181 and BIO182 appropriate to the major.

g. Subject Options (subject based on major) 6-8
Students completing AGEC S, through careful selection of courses that meet the other major or pre-requisite requirements for Science degree, will meet this requirement. Using a transfer guide, select courses from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

2. Awareness Areas
Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-six to thirty-eight semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]
AND
Global Awareness [G] OR
Historical Awareness [H]

3. MCCCD Additional Requirements 0-6
Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-six to thirty-eight semester credits required in order to complete the MCCCD Additional Requirements.

a. Oral Communication
A total of three (3) semester credits are required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.
Select from the following options:
COM100 [SB] (3 credits) OR
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
COM110 [SB] (3 credits) OR
COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
COM225 [L] (3 credits) OR
COM230 [SB] (3 credits)

Associate in Science (AS) Degree
b. Critical Reading

A total of three (3) semester credits are required for the Critical Reading area. If students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

CRE101 [L]
OR
equivalent as indicated by assessment

II. General Electives

Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AS, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: www.aztransfer.com

Students must select MCCCD courses that are transferable to the university or universities to which the student plans to transfer, as elective credit or better according to the Arizona CEG within the AZCAS. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Science degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

**Associate in Science Total Credits: 60-64**
Associate in Business (ABus) Degree,
General Requirements (GR)

Description
The Maricopa County Community College District Associate in Business General Requirements (ABus GR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCD General Education, which includes Arizona General Education Curriculum for Business (AGEC-B),
II. Common Lower Division Program Requirements,
III. General Electives.

Purpose of the Degree
The ABus GR degree is designed for students who plan to transfer to Arizona’s public universities into majors that articulate with the Associate in Business General Requirements pathway and for students who plan to complete lower division coursework toward a baccalaureate program at other degree granting institutions. All business majors except Computer Information Systems should follow the ABus GR pathway. Computer Information Systems majors should follow the Associate in Business Special Requirements pathway.

Generally, the degree transfers as a block without loss of credit to Arizona’s public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCD Associate in Business General Requirements will apply to university graduation requirements of the university major for which the ABus GR was designed.

Academic Policies that Govern the Associate in Business General Requirements Degree:

- Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement.

- Uses the following policies to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits:
  - Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements)
  - Follows the general education policy below:
Associate in Business (ABus) Degree, General Requirements (GR)

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

- Requires courses that transfer as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Business General Requirements.
- Accepts one of the courses that is cross-referenced with other courses.
- Provides for exemption from Arizona university admission requirements for students who complete the ABus GR degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents.

Degree Requirements

The 62-63 semester credits required for the Associate in Business General Requirements follow. See the list entitled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC A, AGEC B and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

- Click on page labeled Curriculum
- Select Matrix of Courses that Can Be Used to Satisfy MCCCD AGEC A, B and/or S.

The list identifies the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply. When selecting Mathematical Studies and Natural Sciences options, select from the appropriate AGEC A, B, or S list.

I. MCCCD General Education Credits

MCCCD AGEC B

1. Core Areas:
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 3
   c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement select one course to satisfy Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] B (3 credits)
   MAT212, Brief Calculus, or a higher level mathematics course
   AND
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. **Awareness Areas**

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

- Cultural Diversity in the United States [C]
  - AND
  - Global Awareness [G] OR
  - Historical Awareness [H]

II. **Common Lower Division Program Requirements**

A total of 27-28 credits are required to satisfy the Common Lower Division Program Requirements. However, if students select courses that simultaneously satisfy multiple areas of the degree, then the number of semester credits required for Common Lower Division Program Requirements is reduced. Additional semester credits may be required in General Electives to complete the minimum 62-63 total program semester credits.
**Associate in Business (ABus) Degree, General Requirements (GR)**

Complete the following:

**Accounting:** 6
- *ACC111 Accounting Principles I
- ACC230 Uses of Accounting Information I
- ACC240 Uses of Accounting Information II
- **ACC211 Financial Accounting**
- ACC212 Managerial Accounting
- **MCCCD ACC111 and ACC112 together are equivalent to ACC211.**
- ECN211 [SB] Macroeconomic Principles 3
- ECN212 [SB] Microeconomic Principles 3
- GBS205 Legal, Ethical, Regulatory Issues in Business 3
- GBS221 [CS] Business Statistics 3

**Quantitative Methods:** 3
- GBS220 Quantitative Methods in Business
- *MAT217 Mathematical Analysis for Business
- **MAT218 Mathematical Analysis for Business
- Students planning to attend ASU W.P. Carey will be required to take MAT217 or MAT218.

**Business Elective:** 6

Select from the following options:
- CIS114DE Excel Spreadsheet
- CIS133DA Internet/Web Development Level I
- CIS159 [CS] Visual Basic Programming I
- CIS162AD C#: Level I
- GBS151 Introduction to Business
- GBS233 [L] Business Communication
- **GBS220 Quantitative Methods in Business**

GBS110 Human Relations in Business and Industry
- OR
- MGT251 Human Relations in Business
- IBS101 Introduction to International Business
- MGT253 Owning and Operating a Small Business
- REA179 Real Estate Principles I
- REA180 Real Estate Principles II
- MKT271 Principles of Marketing
- SBU200 Society and Business

**If course used to satisfy Common Lower Division Program Requirements, it cannot be used to satisfy Business Electives.**

### III. General Electives

Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas. For appropriate course selection, students should consult an advisor.

All courses used to satisfy electives must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

**ABus GR Degree Total Credits:** 62-63
Description

The Maricopa County Community College District Associate in Business, Special Requirements (ABus SR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCD General Education which includes the Arizona General Education Curriculum for Business (AGEC B),

II. Common Lower Division Program Requirements,

III. General Electives.

Purpose of the Degree

The ABus SR degree is designed for Computer Information Systems majors who plan to transfer to Arizona’s public universities and for students who plan to complete lower division course work toward a baccalaureate program at other degree granting institutions. The Associate in Business General Requirements (ABus GR) is designed for all other business majors. Additional information on academic majors at the Arizona public universities can be accessed via the following web site: www.aztransfer.com/

Generally, the degree transfers as a block without loss of credit to Arizona’s public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCD Associate in Business Special Requirements may apply to university graduation requirements of the university major for which the ABus SR was designed.

Academic Policies that Govern the Associate in Business Special Requirements Degree

• Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;

• Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

• Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits.

  • Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  • A course cannot be used to satisfy more than one Core Area requirement.

• Uses the following policy to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits.

  Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements).

  • Follows the general education policy below:

General Education Designations (example: [FYC], [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation, as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for course evaluations and/or general education designations.
Associate in Business (ABus) Degree, Special Requirements (SR)

- Requires courses that transfer as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona Course Equivalency Guide (CEG). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Business Special Requirements.
- Accepts one of the courses that is cross-referenced with other courses.
- Provides for exemption from Arizona university admission requirements for students who complete the ABus SR degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents.

Degree Requirements

The 62-63 semester credits required for the Associate in Business Special Requirements follow. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC A, AGEC B and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/
- Click on page labeled Curriculum.
- Select Matrix of Courses that Can be Used to Satisfy MCCCD AGEC A, B and/or S.

The list identifies the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply. When selecting Mathematical Studies and Natural Sciences options, select from the appropriate AGEC A, B, or S list.

I. MCCCD General Education Credits

<table>
<thead>
<tr>
<th>MCCCD AGEC B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Areas: 35</td>
</tr>
<tr>
<td>a. First-Year Composition [FYC] 6</td>
</tr>
<tr>
<td>b. Literacy and Critical Inquiry [L] 3</td>
</tr>
<tr>
<td>c. Mathematical Studies [MA/CS] 6</td>
</tr>
<tr>
<td>To complete the Mathematical Studies requirement select one course to satisfy the Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS].</td>
</tr>
<tr>
<td>1) Mathematics [MA] B (3 credits) MAT212, Brief Calculus, or a higher level mathematics course AND</td>
</tr>
<tr>
<td>d. Humanities and Fine Arts [HU] 6</td>
</tr>
<tr>
<td>Students are encouraged to choose course work from more than one discipline for a total of six semester credits.</td>
</tr>
<tr>
<td>e. Social and Behavioral Sciences [SB] 6</td>
</tr>
<tr>
<td>Students are encouraged to choose course work from more than one discipline for a total of six semester credits.</td>
</tr>
<tr>
<td>f. Natural Sciences [SQ/SG] 8</td>
</tr>
<tr>
<td>To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.</td>
</tr>
</tbody>
</table>
Associate in Business (ABus) Degree, Special Requirements (SR)

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H].

However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]
AND
Global Awareness [G] OR
Historical Awareness [H]

II. Common Lower Division Program Requirements: 27

A total of 27-28 credits are required for the Common Lower Division Program Requirements. Common courses meeting general education areas are noted with the general education designations encased in brackets.

Complete the following:

Accounting: 6-7

*ACC111 Accounting Principles I AND
ACC230 Uses of Accounting Information I AND
ACC240 Uses of Accounting Information II OR
**ACC211 Financial Accounting AND
ACC212 Managerial Accounting 6

**MCCCD ACC111 and ACC112 together are equivalent to ACC211.

Programming I: 3

CIS162AD C#: Level I

Programming II: 3

CIS250 Management Information Systems
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
GBS221 [CS] Business Statistics 3
ECN211 [SB] Macroeconomic Principles 3
ECN212 [SB] Microeconomic Principles 3

Quantitative Methods: 3

GBS220 Quantitative Methods in Business
*MAT217 Mathematical Analysis for Business OR
*MAT218 Mathematical Analysis for Business

*Students planning to attend ASU W.P. Carey will be required to take MAT217 or MAT218.

III. General Electives 0-6

Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits for the program. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas. For appropriate course selection, students should consult an advisor.

All courses used to satisfy electives must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

ABus SR Total Credits: 62-63
**Description**

The Maricopa County Community College District Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to choose any elective courses numbered 100 or above to complete the degree. Therefore, this degree may be less appropriate for students who intend to transfer to a baccalaureate-granting institution.

Students who demonstrate skills comparable to those in Critical Reading and/or Mathematics and/or Computer Usage may substitute acceptable elective courses to satisfy the total credits required for the degree.

**Academic Policies That Govern the Associate in General Studies Degree:**

- Requires a minimum of 60 semester credits in courses numbered 100 and above.
- AGS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring.
- Requires grades as listed for specific areas such as the General Education Core where a minimum grade of “C” is required. Courses applied to other areas may be completed with a minimum grade of “D”.
- Uses the following policies for course(s) satisfying multiple program areas:

  1. A course can simultaneously satisfy one Core area and one Distribution area. Courses that meet this criterion are **bold** print and **underscored** in the Core areas and Distribution areas.
  2. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area.
  3. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents; either the course or the modular equivalents will satisfy the Associate in General Studies.
- Accepts one of the courses that is cross-referenced with other courses.

**Degree Requirements**

**General Education Core**

(16 credits - grade of “C” or better)

**First-Year Composition (6 credits)**

ENG  English [101/107] & [102/108]

**Oral Communication (3 credits)**

COM  Communication **100/100AA & 100AB & 100AC/110/110AA &110AB & 110AC/225/230**

**Critical Reading (3 credits)**

CRE  Critical Reading **101/Equivalent as indicated by assessment**

**Mathematics (3 credits)**


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


AJS  Administration of Justice Studies 205

AMS  Automated Manufacturing System 150

ARC  Architecture 243/244/245


BIO  Biology 294

BPC  Business-Personal Computers Any BPC course(s)
## Associate in General Studies (AGS) Degree

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS</td>
<td>Child/Family Studies 180</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Systems Any CIS Course(s) (except 162, 162AC, 169, 183AA, 217AM, 259, 262)</td>
</tr>
<tr>
<td>CSC</td>
<td>Computer Science Any CSC Course(s) (except 200, 200AA, 200AB, 210, 210AA, 210AB, 283)</td>
</tr>
<tr>
<td>CTR</td>
<td>Court Reporting 101/102</td>
</tr>
<tr>
<td>DFT</td>
<td>Drafting Technology 103/any 105 module/150/251/any 254 module/256AA</td>
</tr>
<tr>
<td>ECH</td>
<td>Early Childhood Education 238</td>
</tr>
<tr>
<td>EEE</td>
<td>Electrical Engineering 120</td>
</tr>
<tr>
<td>ELE</td>
<td>Electronic 131/181/241/243/245/281</td>
</tr>
<tr>
<td>ELT</td>
<td>Electronic Technology 131/241/243</td>
</tr>
<tr>
<td>ENG</td>
<td>English 100AE</td>
</tr>
<tr>
<td>ENV</td>
<td>Environmental Sciences 119</td>
</tr>
<tr>
<td>FON</td>
<td>Food &amp; Nutrition 100/100AA/100AC/100AD</td>
</tr>
<tr>
<td>GBS</td>
<td>General Business 221</td>
</tr>
<tr>
<td>GPH</td>
<td>Physical Geography 220</td>
</tr>
<tr>
<td>HRM</td>
<td>Hotel Restaurant Management 126</td>
</tr>
<tr>
<td>JAS</td>
<td>Justice and Government Agencies Admin 225</td>
</tr>
<tr>
<td>JRN</td>
<td>Journalism 133</td>
</tr>
<tr>
<td>LAS</td>
<td>Paralegal Studies 229</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics 206</td>
</tr>
<tr>
<td>MET</td>
<td>Manufacturing Technology 264</td>
</tr>
<tr>
<td>MTC</td>
<td>Music Theory/Composition 180/191</td>
</tr>
<tr>
<td>NET</td>
<td>Networking Technology 181/181AA</td>
</tr>
<tr>
<td>OAS</td>
<td>Office Automation Systems 111AA/111AB/113/119/130DK/135DK/235DK</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology 230</td>
</tr>
<tr>
<td>RTR</td>
<td>Realtime Reporting 101/102</td>
</tr>
<tr>
<td>SBS</td>
<td>Small Business 211</td>
</tr>
<tr>
<td>SMT</td>
<td>Semiconductor Manufacturing Technology 150</td>
</tr>
<tr>
<td>SWU</td>
<td>Social Work 225</td>
</tr>
<tr>
<td>TVL</td>
<td>Travel Agent Technology 203</td>
</tr>
<tr>
<td>VPT</td>
<td>Video Production Technology 106</td>
</tr>
<tr>
<td>DAH</td>
<td>Dance Humanities 100/201/250</td>
</tr>
<tr>
<td>EDU</td>
<td>Education 291/292/294</td>
</tr>
<tr>
<td>ENG</td>
<td>English 200/213/218</td>
</tr>
<tr>
<td>ENH</td>
<td>English Humanities Any ENH Course(s) (except 114, 250)</td>
</tr>
<tr>
<td>FRE</td>
<td>French 265</td>
</tr>
<tr>
<td>HCR</td>
<td>Health Care Related 210</td>
</tr>
<tr>
<td>HIS</td>
<td>History 101/102/103/108/111/113/114/243/253/254/275</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Any HUM course(s) (except 120, 203, 207, 225)</td>
</tr>
<tr>
<td>INT</td>
<td>Interior Design 120/225</td>
</tr>
<tr>
<td>LAT</td>
<td>Latin 201/202</td>
</tr>
<tr>
<td>MHL</td>
<td>Music: History/Literature 140/143/145/<em><strong>146/153</strong><strong>155</strong></em>/241***/242***</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy Any PHI Course(s)</td>
</tr>
<tr>
<td>REL</td>
<td>Religious Studies Any REL Course(s) (except 271)</td>
</tr>
<tr>
<td>SLC</td>
<td>Studies in Language &amp; Culture 201</td>
</tr>
<tr>
<td>SPA</td>
<td>Spanish 241/242/265/266</td>
</tr>
<tr>
<td>SPH</td>
<td>Spanish Humanities 245</td>
</tr>
<tr>
<td>SSH</td>
<td>Sustainability/Social Sciences and Humanities 111</td>
</tr>
<tr>
<td>STO</td>
<td>Storytelling 292/294</td>
</tr>
<tr>
<td>THE</td>
<td>Theater 111/205/206/210/220</td>
</tr>
<tr>
<td>THP</td>
<td>Theater/Performance/Production 241</td>
</tr>
<tr>
<td>WST</td>
<td>Women's Studies 209/284/285/290</td>
</tr>
</tbody>
</table>

### General Education Distribution Areas (28-29 Credits)

#### Humanities and Fine Arts (9 credits)

Students are encouraged to choose courses from more than one discipline.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS</td>
<td>American Indian Studies 213</td>
</tr>
<tr>
<td>AJS</td>
<td>Administration of Justice Studies 123</td>
</tr>
<tr>
<td>ARH</td>
<td>Art Humanities Any ARH Course(s)</td>
</tr>
<tr>
<td>ASB</td>
<td>Anthropology 211/214/220/222/223/253</td>
</tr>
<tr>
<td>CCS</td>
<td>Chicanas and Chicanos Studies 101</td>
</tr>
<tr>
<td>CNS</td>
<td>Construction 101</td>
</tr>
<tr>
<td>COM</td>
<td>Communication 241</td>
</tr>
</tbody>
</table>

#### Social and Behavioral Sciences (9 credits)

Students are encouraged to choose courses from more than one discipline.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR</td>
<td>African American Studies 202</td>
</tr>
<tr>
<td>AIS</td>
<td>American Indian Studies 101/140/141/160</td>
</tr>
<tr>
<td>AJS</td>
<td>Administration of Justice Studies 119/200/225/258/293/270</td>
</tr>
<tr>
<td>ASB</td>
<td>Anthropology 102/202/211/222/223/226/252</td>
</tr>
<tr>
<td>ASM</td>
<td>Anthropology 104/275</td>
</tr>
<tr>
<td>CFS</td>
<td>Child/Family Studies 157/159/176/205/235/259</td>
</tr>
<tr>
<td>COM</td>
<td>Communication 100/100AA&amp;100AB&amp;100AC/110/110AA&amp;110AB&amp;110AC/163/230/250/263</td>
</tr>
<tr>
<td>ECH</td>
<td>Early Childhood Education 176</td>
</tr>
<tr>
<td>ECN</td>
<td>Economics Any ECN Course(s)</td>
</tr>
<tr>
<td>EDU</td>
<td>Education 221/222</td>
</tr>
<tr>
<td>EED</td>
<td>Early Education 200/205/222</td>
</tr>
<tr>
<td>EMT</td>
<td>Emergency Medical Technology 258</td>
</tr>
<tr>
<td>ENG</td>
<td>English 213</td>
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<tr>
<td>FOR</td>
<td>Forensic Science 275</td>
</tr>
<tr>
<td>FSC</td>
<td>Fire Science Technology 258</td>
</tr>
<tr>
<td>FUS</td>
<td>Future Studies 101</td>
</tr>
<tr>
<td>GCU</td>
<td>Cultural Geography 102/121/122/141/221</td>
</tr>
</tbody>
</table>

### Humanities and Fine Arts (9 credits)

#### Social and Behavioral Sciences (9 credits)
Associate in General Studies (AGS) Degree

HES    Health Science 100
HIS    History any HIS Course(s) (except 111, 135, 170, 203, 251, 252)
IBS    International Business 109
MCO    Mass Communications 120
POS    Political Science Any POS course(s)
REC    Recreation 120
SBU    Society and Business 200
SLC    Studies in Language & Culture 201
SOC    Sociology Any SOC course(s) (except 143, 157, 215, 253, 265, 270)
SSH    Sustainability/Social Sciences and Humanities 111
SWU    Social Work 102/171/258/292
WED    Wellness Education 110
WST    Women's Studies 100/161
YAQ    Yaqui Indian History and Culture 100

Natural Sciences (7-8 credits)
Two lecture courses and one corresponding laboratory course are to be selected. The lecture and corresponding laboratory course(s) may carry separate credit. For appropriate course selection students should consult with an advisor.

AGS    Agricultural Science 164
ASB    Anthropology 231
ASM    Anthropology 104/265
AST    Astronomy 101/102/111/112/113/114
ENV    Environmental Sciences 101
FON    Food and Nutrition 241&241LL
FOR    Forensic Science 105/106
GLG    Geology Any GLG course(s) (except 105)
GPH    Physical Geography 111/112&113/211/212&214/218&215
PHS    Physical Science 110/120
PHY    Physics 101/101AA/111AA/111/112/115/116/121/131
PSY    Psychology 275/290AB/290AC

Literacy and Critical Inquiry (3 credits)
AIS    American Indian Studies 213
BIO    Biology 294
COM    Communication 222/225/241
CRE    Critical Reading 101
CUL    Culinary Arts 223
ENG    English 111/200/215/216/217/218
ENH    English Humanities 254/255
GBS    General Business 233
GPH    Physical Geography 211
HUM    Humanities 225/250/251
IPS    Information Studies 101
JRN    Journalism 201/234
MCO    Mass Communications 220
PHI    Philosophy 103/106/218
POS    Political Science 115
PSY    Psychology 290AB/290AC
REL    Religious Studies 203/205/207/210
THE    Theater 220
THP    Theater Performance/Production 241

Elective Courses (15-16 credits)
May select courses from prefixes already chosen for General Education Distribution requirements in order to develop depth in one or more subject areas.
**Associate in Applied Science (AAS) Degree, General Education Requirements**

**Purpose of the Degree**

The Maricopa County Community College District Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program presented in the college catalog. Students should consult this catalog to determine specific program requirements.

**Academic Policies that Govern the AAS Degree:**

- Requires 60 or more credits numbered 100 or above and includes credits or the equivalent in the General Education Core areas and credits in the Distribution areas. AAS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring.
- Requires grades as listed for specific areas such as the General Education Core where a minimum grade of “C” is required. See specific AAS occupational degree for specific program grade requirements.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Applied Science requirements.
- Requires at least 12 semester credit hours earned at the college awarding the AAS degree. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded.

Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.

A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of “C” or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.

Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

- Requires completion of General Education courses as indicated in the General Education Requirements for the Associate in Applied Science degree from the Maricopa County Community College District, or completion of a curriculum as stated in the catalog.
- Accepts one of the courses that is cross-referenced with other courses.
Associate in Applied Science (AAS) Degree, General Education Requirements

**General Education Core**

(15 credits - grade of “C” or better.)

Demonstrate college-level skills in the following areas:

**First-Year Composition (6 credits)**

ENG English [101/107] & [102/108/111]

**Oral Communication (3 credits)**

COM Communication 100/100AA & 100AB & 100AC/110/110AA & 110AB & 110AC/225/230

**Critical Reading (3 credits)**

CRE Critical Reading 101/111/Equivalent as indicated by assessment

**Mathematics (3 credits)**

Satisfactory completion of a higher level mathematics course

**General Education Distribution Areas (9-10 credits)**

**Humanities and Fine Arts (2-3 credits)**

Students are encouraged to choose courses from more than one discipline.

AIS American Indian Studies 213
AJI Administration of Justice Studies 123
ARH Art Humanities Any ARH Course(s)
ASB Anthropology 211/214/220/222/223/253
CCS Chicana and Chicano Studies 101
CNS Construction 101
COM Communication 241
DAH Dance Humanities 100/201/250

EDU Education 291/292/294
ENG English 200/213/218
ENH English Humanities Any ENH Course(s) (except 250)
FRE French 265
HCR Health Care Related 210
HIS History 101/102/103/108/111/113/114/243/253/254/275
HUM Humanities Any HUM course(s) (except 120, 203, 207, 225)
INT Interior Design 120/225
LAT Latin 201/202
MHL Music: History/Literature 140/143/145****/146/153****/155****/241****/242****
PHI Philosophy Any PHI Course(s)
REL Religious Studies Any REL Course(s) (except 271)
SLC Studies in Language & Culture 201
SPA Spanish 241/242/265/266
SPH Spanish Humanities 245
SSH Sustainability/Social Sciences and Humanities 111
STO Storytelling 292/294
THE Theater 111/205/206/210/220
THP Theater/Performance/Production 241
WST Women's Studies 209/284/285/290

**Social and Behavioral Sciences (3 credits)**

Students are encouraged to choose courses from more than one discipline.

AFR African American Studies 202
AIS American Indian Studies 101/140/141/160
AJI Administration of Justice Studies 101/200/225/258/259/270
ASB Anthropology 102/202/211/222/223/226/252
ASM Anthropology 104/275
CFS Child/Family Studies 157/159/176/205/235/259
COM Communications 100/100AA & 100AB & 110AC/110/110AA & 110AB & 110AC/163/230/250/263
Associate in Applied Science (AAS) Degree, General Education Requirements

ECH  Early Childhood Education 176
ECN  Economics Any ECN course(s)
EDU  Education 221/222
EED  Early Education 200/205/222
EMT  Emergency Medical Technology 258
ENG  English 213
FOR  Forensic Science 275
FSC  Fire Science 258
FUS  Future Studies 101
GCU  Cultural Geography 102/121/141/221
HES  Health Science 100
HIS  History Any HIS course(s) (except 111, 135, 170, 203, 251, 252)
IBS  International Business 109
MCO  Mass Communications 120
POS  Political Science Any POS course(s)
REC  Recreation 120
SBU  Society and Business 200
SLC  Studies in Language & Culture 201
SOC  Sociology Any SOC course(s) (except 143, 157, 215, 245, 253, 265, 270)
SSH  Sustainability/Social Sciences and Humanities 111
SWU  Social Work 102/171/258/292
WED  Wellness Education 110
WST  Women's Studies 100/161
YAQ  Yaqui Indian History and Culture 100

Natural Sciences (4 credits)

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.

AGS  Agricultural Science 164
ASB  Anthropology (Soc/Behv. Science) 231
ASM  Anthropology 104/265
AST  Astronomy 101/102/111/112/113/114
ENV  Environmental Sciences 101
FON  Food and Nutrition 241&241LL
FOR  Forensic Science 105/106
GLG  Geology Any GLG course(s) (except 105)
GPH  Physical Geography 111/112&113/211/212&214/213&215
PHS  Physical Science 110/120
PHY  Physics 101/101AA/111/111AA/112/115/116/121/131
PSY  Psychology 275/290AB/290AC
Academic Certificate

Purpose of the Academic Certificate (area of emphasis)

The Maricopa Community College District Academic Certificate (area of emphasis) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in an academic area. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of knowledge, it is not designed to prepare someone for employment in a specific occupation. The content for an Academic Certificate (area of emphasis) may be derived from a variety of disciplines or it can be discipline specific. The Academic Certificate does not require a general studies component even though requirements of the certificate may include courses that currently meet specific general studies designations such as Humanities and Fine Arts, Social and Behavioral Sciences, etc.

Academic Policies that Govern the Academic Certificate (area of emphasis):

- Generally ranges from 12-39 credit hours in courses numbered 100 or above, although there is no minimum number of credit hours required for an Academic Certificate.
- Requires a cumulative GPA of 2.0 or better for completion.
- Follows the graduation policies within the general catalog.
- Accepts one of the courses that is cross-referenced with other courses.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Academic Certificate requirements.
- Does not presume block transfer value. Consequently, in most cases the Academic Certificate should not be a subset of an existing transfer degree.
- May have admission criteria established by the college if and when appropriate.
- Is for the most part college specific.
All students are required to complete the degree and/or certificate requirements as approved by the MCCCD Governing Board. The college reserves the right to make necessary course and program changes in order to meet current educational standards. In addition, students must:

1. Be credited in the Admissions and Records Office/Office of Student Enrollment with not fewer than:
   60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree, Associate in Transfer Partnership degree, and Associate in General Studies degree; 60 semester credit units for the Associate in Applied Science degree; 62 semester credits for the Associate in Business degrees. For specific certificate programs, be credited with not fewer than the minimum total of credit units required for the certificate program.
   Students not continuously enrolled, as outlined in the Catalog Under Which a Student Graduates policy, must satisfy current graduation requirements.

2. Have earned a minimum of 12 semester credit units toward the degree or certificate at the district college granting the degree or certificate. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded. In cases where the certificate requires fewer than 12 credit units, a minimum of six credit units must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.
   Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.

A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of “C” or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate.

3. Have filed an application for the degree or certificate with the Admissions and Records Office/Office of Student Enrollment Services on the date determined by the college/center. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

4. Have a minimum cumulative grade point average of 2.000 at the college granting the degree.

5. Have a minimum cumulative grade point average of 2.000 in all courses used to fulfill degree requirements.
   Some specific programs have higher grade requirements. It is the student's responsibility to be aware of these program requirements.

6. Have removed, thirty (30) days after the anticipated graduation date, all deficiencies on the record to use those courses toward program completion.

7. Have removed any indebtedness to any MCCCD college/center.

8. Have paid required degree or certificate application fee.

See fee schedule for charges.
See Graduation with Honors for information on honors designation.
General Graduation Requirements (AR 2.3.9)

Certificates/Degrees
The Maricopa Community Colleges offer Certificates of Completion as well as Associate Degrees, one of which is conferred on each student who has completed a program of study. These certificates and degrees are as follows:

1. Certificate of Completion (Career Program Specified);
2. Academic Certificate;
3. General Education Certificate;
4. Associate in Arts;
5. Associate in Science;
6. Associate in Business;
7. Associate in General Studies;
8. Associate in Transfer Partnership;

All candidates for a degree and/or certificate must complete the General Graduation Requirements as approved by the MCCCD Governing Board.

All students are urged to meet with a faculty advisor, program advisor or counselor as soon as possible to determine which program meets their needs and to plan their course of study.

Licensure Disclaimer
Maricopa Community Colleges courses and programs prepare students for entry into a variety of professions. Many of these professions require that a person hold an occupational license or certificate in order to work in a particular field. Typically, a person must meet certain legal requirements before obtaining such a license or certificate. These requirements are established by county, state or federal agencies, and often are based on a person’s character, or whether the person has been convicted of a criminal offense. It is possible for a student who has obtained a degree or certificate from a community college to be denied the right to work in a particular profession after completing the degree or certificate because of concerns over the student’s character or criminal background. Any student preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.
MCCCD General Education Statement

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students’ personal development by opening them to new directions, perspectives, and processes.

Through its general education requirements, the Maricopa County Community College District is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:

- Build self-awareness, self-respect, and self-confidence
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Access, evaluate, analyze, synthesize, and use information wisely
- Communicate effectively personally, socially, and professionally
- Think critically, make informed decisions, solve problems, and implement decisions
- Consider the ethical implications of their choices
- Value the learning process throughout their lives
- Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
- Develop a personal sense of aesthetics
- Use technological resources appropriately and productively
- Work cooperatively and respectfully with others to serve their communities

The general education experience at MCCCD is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills:

- Communication
- Arts and Humanities
- Numeracy
- Scientific Inquiry in the Natural and Social Sciences
- Information Literacy
- Problem-Solving and Critical Thinking
- Cultural Diversity

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.
Students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a single public community college or university in Arizona or transferring among public institutions in Arizona while pursuing their degrees.

1) A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

Example A:
Admitted & Earned Course Credit at a Public Community College or University
Continued at a Public Community College
Transferred to a University

Fall '05 (Active)
Spring '06, Fall '06 (Active)
Spring '07 (2005 or Any Subsequent Catalog)

Example B:
Admitted & Earned Course Credit at a Public Community College or University
Enrolled But Earned All Ws, Zs, or Fs
Enrolled in Audit Courses Only
Nonattendance
Transferred to a University

Fall '02 (Active)
Spring '03 (Inactive)
Fall '03 (Inactive)
Spring '04 (Inactive)
Fall '04 (2004 or Any Subsequent Catalog)

2) Students who do not meet the minimum enrollment standard stipulated in No. 1 during three consecutive semesters (fall/spring) and the intervening summer term* at any public Arizona community college or university are no longer considered continuously enrolled, and must meet requirements of the public Arizona community college or university catalog in effect at the time they are readmitted or of any single catalog in effect during subsequent terms of continuous enrollment after readmission.

Example A:
Admitted & Earned Course Credit at a Public Community College or University
Nonattendance
Readmitted & Earned Course Credit at a Public Community College
Transferred to a University

Fall '02 (Active)
Spring '03, Fall '03, Spring '04 (Inactive)
Fall '04 (Active)
Spring '05 (2004 or Any Subsequent Catalog)

Example B:
Admitted & Earned Course Credit at a Public Community College or University
Nonattendance
Readmitted & Earned Course Credit at a Public Community College
Nonattendance
Transferred to a University

Fall '02 (Active)
Spring '03 (Inactive)
Summer '03 (Active)
Fall '03, Spring '04 (Inactive)
Fall '04 (2002 or Any Subsequent Catalog)

* Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.
Districtwide Programs

Catalog Under Which A Student Graduates (AR 2.2.5)

3) Students admitted or readmitted to a public Arizona community college or university during a summer term must follow the requirements of the catalog in effect the following fall semester or of any single catalog in effect during subsequent terms of continuous enrollment.

Example:
Admitted & Earned Course Credit at a Public Community College or University Summer '04 (Active)
Continued at a Public Community College Fall '04, Spring '05 (Active)
Nonattendance Fall '05 (Inactive)
Readmitted & Earned Course Credit at a Public Community College Spring '06 (Active)
Transferred to a University Summer '06 (2004 or Any Subsequent Catalog)

4) Students transferring among Arizona public higher education institutions must meet the admission requirements, residency requirements, and all curricular and academic requirements of the degree-granting institution.

Note: Time Limit for Transfer Coursework
Students should be aware that the receiving institution may have age and credit limits on certain coursework to be used in transfer. Students should be knowledgeable about the policies on time limits for transfer coursework for the institution to which they plan to transfer.

Transcripts For Transfer (AR 2.3.10)
The transcript is issued upon written request only. Those students who want to transfer to other institutions of higher education, including other Maricopa Community Colleges, must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA.

Official transcripts will not be issued to students having outstanding debts to any of the Maricopa Community Colleges. The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. See the Tuition and Fee Schedule for charges for other official transcripts.
# Districtwide Occupational Programs

## Description
The Maricopa County Community College Occupational Program Matrix identifies all programs currently available for offering within the 10 community colleges and two skill centers of the district. The programs are grouped under broad occupational areas as requested by the colleges. For specific information regarding individual programs, contact the college(s) listed as participating institutions.

## AGRICULTURE, FOOD, AND NATURAL RESOURCES
### COLLEGES
#### AREAS & PROGRAMS
**Agribusiness Sales and Service**
- **Agricultural Production and Management**
  - MC Agribusiness
    - *(See Agribusiness Sales and Service and Horticulture sections for additional programs and related areas)*
  - MC Urban Horticulture
    - *(See Horticulture section for additional programs and related areas)*

**Equine Training and Management**
- SC Equine Science
- MC Veterinary Technology/Animal Health

**Horticulture**
- MC Landscape Aide
- MC Landscape Specialist
  - *(See Agricultural Production and Management section for additional programs and related areas)*
- RS Workforce Development: Horticulture
- RS Workforce Development: Landscape Technology

## ARCHITECTURE AND CONSTRUCTION
### Air Conditioning and Refrigeration
- GW Air Conditioning/Refrigeration/Facilities
- GW Residential and Light Commercial Air Conditioning

### Apprenticeship Related Instruction
- PC Construction Management
- GW Construction Trades: Bricklaying and Tilesetting
- GW Construction Trades: Carpentry
- GW Construction Trades: Concrete Form Builder
- GW Construction Trades: Construction Management
- GW Construction Trades: Electricity
- GW Construction Trades: Heat and Frost Insulation
- GW Construction Trades: Heavy Equipment Operations
- GW Construction Trades: Ironworking
- GW Construction Trades: Millwrighting
- GW Construction Trades: Painting and Drywalling
- GW Construction Trades: Plastering and Cement Masonry
- GW Construction Trades: Pre-Apprenticeship
- GW Construction Trades: Roofing
- GW Construction Trades: Sheet Metal
- GW Construction Trades- Mechanical Trades: Heating, Ventilating and Air Conditioning
- GW Construction Trades- Mechanical Trades: Pipefitting
Districtwide Occupational Programs

GW Construction Trades- Mechanical Trades: Plumbing
GW Construction Trades- Mechanical Trades: Sheet Metal
GW Construction Trades: Pipe Trades- Pipefitter-Refrigeration
GW Construction Trades: Pipe Trades- Plumbing
GW Construction Trades: Pipe Trades- Steamfitting
GW Construction Trades: Sheet Metal
GW, EM Power Plant Technology

Building and Construction
MC Architecture
MC Architectural CADD Level III
MC Architectural Detailing CADD Level III
PC Architectural CAD Technology
SC Architectural Technology
EM, MC Building Inspection
SC Building Safety Technology
GW Construction Trades: Carpentry
PC Civil Engineering Technology
MC Construction
MC Construction Drafting CADD Level III
GW Construction Trades: Heavy Equipment Operations
PC Construction Management
MC Plan Review
MC Pre-Contractor Licensing
MC Residential Drafting CADD Level II
MC Survey and Civil Drafting- CADD Level II
RS Workforce Development: Carpentry Level I
RS Workforce Development: Carpentry Level II
RS Workforce Development: Furniture Construction/ Refinishing Level I
RS Workforce Development: Furniture Construction/ Refinishing Level II
ART, A/V TECHNOLOGY, AND COMMUNICATION

Home Economics
GC, RS Adolescent Development
PC Adolescent Studies
GC, RS Adult Development and Aging
PC Advanced Interior Design
MC Alteration Specialist
PC Apparel Construction
MC Costume Design and Production
PC Costuming
PC Family Development
GC, RS, SC Family Life Education
PC Family Support
PC Fashion Design
PC Fashion Design Level I
PC Fashion Design Level II
PC Fashion Illustration
MC, PC, SC Interior Design
MC Interior Design: Advanced
SC Interior Design: Professional Level
EM, GC, MC, PC Interior Merchandising
PC Kitchen and Bath Design
GC, RS, SC Parent Education
PC Pattern Design Level I
PC Pattern Design Level II

Merchandising
PC Fashion Merchandising
MC Fashion Merchandising & Design
MC Image Consultant

Music
GC, MC, PC Audio Production Technologies
PV, SC Dance Technology
SC Dance Technology
CG, GC, MC, Music Business
PC, PV, SC, SM
## Districtwide Occupational Programs

### Commercial Art/Advertising Art
- PC Computer Graphic Design
- GC Graphic Design, Animation and Web Publishing Design
- SC Graphic Design: Visual Communication

### Aerospace and Avionics
**Aviation and Aeronautics**
- CG Aircraft Maintenance Technology
- CG Aircraft Maintenance Technology (Part 147)
- CG Airframe Maintenance (Part 147)
- CG Airway Science Technology, Flight Emphasis
- CG Flight Technology
- CG Powerplant Maintenance (Part 147)

### Bioscience
**Bioscience**
- CG, GW, SM Biomedical Research Technology
- MC Biotechnology
- GC Biotechnology and Molecular Biosciences

### Business, Management, and Administration
**Accounting**
- CG, EM, GC, GW, PC, RS, SM Accounting
- GC Accounting Paraprofessional
- PV Accounting - Specialized Paraprofessional
- SC Bookkeeping
- PV Microcomputer Accounting
- MC Software Quality Assurance

**Business Administration**
- MC, SC Business
- SC Business (Fast Track)
- CG, GC, MC, General Business
- PC, RS, SC, SM (See Management and Finance section for additional programs and related areas)
- PV Import/Export Trade
- PV International Business
- MC International Trade

**Management**
- SM Business Management
- PV General Business Specialized
- PC Human Resources Management
- MC, PC, SC Management
- PC Management I
- PC Management II
- GC, PV Middle Management
- RS Military Leadership
- MC Project Management
- GC Public Relations

**Retail Management**
- CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
- SC Retail Management and Marketing
- MC Retail Sales Manager
- MC Small Business
- GC, SM Small Business Entrepreneurship
- EM, SC Small Business Management
- CG, GC, MC, PC, PV, RS, SM Small Business Start-Up
Districtwide Occupational Programs

GC Supervision
SM Supervision and Management I
SM Supervision and Management II

Middle Management
MC Public Relations
(See Management section for additional programs and related areas)

Office Occupations
GC Administrative Office Coordinator
PV Administrative Office Professional
GW Administrative Technology
GW Business Technology Specialist
GW Court Reporting: Broadcast Captioning
GW Court Reporting: CART
GW Court Reporting: Judicial
PC Computer Applications
PV Computer Software Applications
EM Data Entry Clerk
EM, GC General Office Secretary
GW Management of Clinical Information Technology
GW Management of Clinical Information Technology: Health Information Technology Implementation Support
GW Management of Clinical Information Technology: Health Information Technology Technical Support
GW Management of Clinical Information Technology: Health Information Technology Training
GW Management of Clinical Information Technology: Implementation Management
GW Management of Clinical Information Technology: Practice Workflow and Information Management Redesign
SC, SM Office Automation Systems
SC, SM Office Coordinator
GC Office Coordinator
GW Office Technology
PC Paralegal Studies
GW Realtime Reporting Scoping
EM Receptionist
MC Technology Support Analyst Level I
MC Technology Support Analyst Level II

Total Quality Management
RS Automobile Insurance: Customer Service
RS Automobile Insurance Claims: Customer Service
RS Automobile Policy: Customer Service
RS Broadband Telecommunications
RS Broadband Telecommunications: Account Services
RS Broadband Telecommunications: Field Operations
RS Broadband Telecommunications: Technical Support Services
RS Credit Counseling: Customer Service
EM Customer Service Management
RS Human Services - Assistance: Customer Service
RS Human Services-Specialist: Customer Service
RS Human Services-Unemployment Insurance: Customer Service
RS Insurance: Customer Service
RS Motor Vehicle: Customer Service
CG, EM, GW, Organizational Leadership
MC, PV, RS
CG, EM, GW, Organizational Management
MC, PV, RS
SM Pharmacy: Customer Service
RS Quality Customer Service
RS Utilities: Customer Service
## Districtwide Occupational Programs

### EDUCATION AND TRAINING

**Early Childhood Education**
- GC, RS Child and Family Organizations Management and Administration
- GC, PV Child Development Associate (CDA) Preparation
- PC Curriculum for Young Children
- MC Early Care Specialist
- GC, MC, RS, SM Early Childhood Administration and Management
- PC Early Childhood Classroom Management
- SM Early Childhood Development
- PV, GC Early Childhood Education
- PC Early Childhood Education and Administration
- CG, MC, RS, SC Early Learning and Development
- RS, SC Family Child Care Management
- RS, SC Infant and Toddler Development

**Workforce Development**
- RS Workforce Development and Community Re-Entry

**Education**
- MC Bilingual Endorsement
- MC ESL Endorsement
- RS Family Engagement Specialist
- EM Foundations of Student Services
- EM Gifted Education
- MC, PC Instructional Assistance
- MC Reading Specialist Endorsement
- EM, GW Teacher Assisting
- EM Foundations of Student Services

**Library Media Technology**
- MC Library Information Technology
- MC Library Information Technology: Advanced
- MC Library Information Technology: Basic
- MC Library Information Technology: Practitioners
- MC Library Information Technology: School Library Media Center

### ENVIRONMENTAL TECHNOLOGY

**Environmental Technology**
- GW Environmental Science Technology
- MC Geospatial Technologies
- GW Hydrologic Studies
- GW Occupational Safety and Health Technology
- EM Radiation Protection Technology
- PV Safety, Health and Environmental Studies
- GW Wastewater Treatment
- GW Water Resources Technologies
- GW Water Resources Technologies: Hydrologic Studies
- GW Water Treatment

### FINANCE

**Finance**
- EM, PC Banking and Finance
- RS Bank Account Management: Customer Service
- MC Certified Residential Appraiser
- MC Home Inspection
- MC Licensed Real Estate Appraiser
- MC, PC Real Estate
- PC Real Estate: Prelicense
- MC Residential Appraisal Trainee

### GOVERNMENT AND PUBLIC ADMINISTRATION

**Public Administration**
- RS Public Administration
- SC Tribal Development
Districtwide Occupational Programs

HEALTH SCIENCE

Allied Health
GC, SM Advanced Behavioral Health Sciences
GC, SM Basic Behavioral Health
PC Clinical Laboratory Sciences
GW Clinical Research Associate
SM Community Health Worker
GC Developmental Disabilities Specialist
GW Diagnostic Medical Sonography
GW Electroneurodiagnostic (END) Technology
PC Health Information: Long Term Care Settings
PC Health Information Technology
GW Health Services Management
GW Health Unit Coordinating
PC Histologic Technology
GW Hospital Central Service Technology
PC Laboratory Assisting
GW Magnetic Resonance Imaging
PC Medical Assisting
PC Medical Billing and Coding: Physician-Based
PC Medical Coding: Hospital-Based
PC Medical Front Office
GW Medical Radiography
GW Medical Transcription
GW Perioperative Nursing
PC Phlebotomy
GW Physical Therapist Assisting
GW Polysomnographic Technology
GW Radiation Therapy
SM Recovery Support
GW Respiratory Care
EM Speech Language Pathology Assistant
GW Surgical Technology

Dental
RS Clinical Dental Assisting
RS Community Dental Health Coordination
PC Dental Assisting
RS Dental Assisting Technology
MC, PC, RS Dental Hygiene
RS Dental Office Management

Emergency Medical Technology
GC, PC, PV, SC Advanced Emergency Medical Technology (Paramedic)
GC, MC Advanced Emergency Medical Technology (Paramedicine)
GC, MC, PC, PV, SC Basic Emergency Medical Technology
PC Community Emergency Response Team (CERT): Level I
PC Emergency Communications and Deployment
PC Intermediate Emergency Medical Technology
MC Paramedicine
PC Secondary Basic Emergency Medical Technology

Nursing
GW Fast Track Practical Nursing
CG, EM, GC, GW, Nursing
MC, PC, PV, SC
CG, EM, GC, GW, Nurse Assisting
MC, PC, PV, SC
CG, EM, GC, GW, Practical Nursing
MC, PC, PV, SC
GW, MC Nursing Refresher

Food and Nutrition
SC Advanced Professional Culinary Arts
EM Baking and Pastry
EM Basic Culinary Studies
PC Commercial Baking
PC Commercial Food Preparation
**Districtwide Occupational Programs**

- **SC** Culinary Arts
- **EM, MC, PC** Culinary Studies
- **SC** Culinary Fundamentals
  - *(See Hospitality section for additional programs and related areas)*
- **CG, PV** Dietetic Technology
- **PC** Food Service Administration
- **PC** Professional Food and Beverage Service
- **MC, RS** Sustainable Food Systems

**Hospitality**

- **RS** Airline Operations
- **RS** Airline Operations: Ground Operations
- **RS** Airline Operations: Initial Flight Attendant
- **RS** Airline Operations: Passenger Services
- **RS** Airline Operations: Reservations
- **SC** Culinary Arts
  - *(See Food & Nutrition section for additional programs and related areas)*
- **SC** Hospitality and Tourism/Golf Management
- **SC** Hospitality and Tourism/Hotel Management
- **SC** Hospitality and Tourism/Restaurant Management
- **SC** Hospitality and Tourism/Spa and Wellness Center Management
- **EM** Hospitality/Hotel Management
- **SC** Hospitality and Tourism/Tourism Development and Management

**Health and Physical Education/Fitness**

- **GC, MC** Group Fitness Instructor
- **GC, MC** Personal Trainer
- **CG, EM, GC, GW** Personal Training Specialist
- **MC, PV, SC, SM** Strength, Nutrition and Personal Training
  - **PV** Teaching, Healing, Meditation, & Stress Management
- **CG, PC** Therapeutic Massage
- **SC** Yoga Instruction

**Family and Consumer Science**

- **GC, MC, SC** Nutrition for Fitness and Wellness

**Social Sciences**

- **RS** Addictions and Substance Use Disorders
- **RS** Addictions and Substance Use Disorders Level I
- **RS** Addictions and Substance Use Disorders Level II
- **PC** Deaf Studies
- **PC** Interpreter Preparation
- **RS** Professional Addictions Counseling

**Social Services**

- **RS** Gerontology
- **RS** Gerontology: Aging Services Management
- **RS** Gerontology: Eldercare
- **RS** Gerontology: Foundations
- **RS** Gerontology: Generalist
- **RS** Gerontology: Program Development

**Mortuary Science**

- **MC** Mortuary Science

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**HUMAN SERVICES**

**Parks, Recreation, Leisure and Fitness Studies**

- **MC, SC** Recreation Management
Districtwide Occupational Programs

INFORMATION TECHNOLOGY

Computer Science
RS Advanced Computer Usage and Applications
MC Advanced Web Designer
EM Computer Applications Technology
MC Computer Applications: Microsoft Office Specialist/Advanced
MC Computer Applications: Microsoft Office Specialist/Basic
CG, EM, SC Computer Hardware and Desktop Support
SC Computer Hardware and Network Support
SM Computer and Information Technologies
CG, GC, GW, PC, SC, SM
SC Computer Information Systems Technologies
PV Computer Information Technology
PV Computer Networking Technology
MC Computer Programming
PV Computer Systems Maintenance
RS Computer Technology
RS Computer Usage and Applications
SC Database Development
EM Desktop Publishing
CG, EM, GC Engineering Technology
GW, MC Game Technology
MC Geographic Information Systems
GC Information Security
GC Information Security Administration
GC Information Security Technology
GC Information Security Wireless Networks
CG Information Technology
SM Information Technology Support
SM Information Technology: Cisco Networking
SM Information Technology: Computer Applications Specialist
SM Information Technology: Network Security
SM Information Technology: Network Server
SM Information Technology: Programming and Systems Analysis
SM Information Technology: Web and Graphic Design
CG, EM, GC, Linux Associate
MC
EM, GC, MC, Linux Networking Administration
CG, EM, GC, MC, PV
GC Microcomputer Applications
(See Office Occupations section for additional programs and related areas)
CG Microcomputer Applications: Office Specialist/Core Level
(See Office Occupations section for additional programs and related areas)
CG Microcomputer Applications: Office Specialist/Expert Level
(See Office Occupations section for additional programs and related areas)
CG, GC Microcomputer Business Applications
(See Office Occupations section for additional programs and related areas)
EM, GC, GW Microsoft Certified Information Technology Professional (MCITP) Administrator
EM, GC, PV Microsoft Desktop Support Technology
Districtwide Occupational Programs

EM, GC, GW, PV Microsoft Networking Technology
EM, GC, GW, PV Microsoft Technical Specialist
PV Microsoft Applications Development
EM, GC, PV Microsoft Server Administration
EM, GC, GW, PV Microsoft Systems Engineer
PV MC Multimedia and Business Technology
SC Network Administration
CG, MC, SM Network Administration: CISCO Network Professional
CG, GW, MC Network Administration: Microsoft Windows Server
CG, EM, GC Networking Administration: Cisco
GW, SC, SM RS Networking: Design and System Support
MC Networking System Administration
CG, EM, GC Networking Technology: Cisco
GW EM Oracle Database Administration
CG Oracle Database Operations
SC Personal Computer Applications
RS Programming
CG, EM, GC Programming and System Analysis
MC, PC, PV, SC, SM SC Software Development
CG, PV Web Design
EM, GC, PC, PV Web Design
SC Web Design Technologies
RS Web Design: User Interface
MC Web Designer
MC Web Developer
EM, GC, MC Web Developer
PC, PV SC Web Development
MC Web Server Administrator
MC Web Technology

Media Technology
GC Animation
SC Broadcast Production
PC Comic and Sequential Art
MC Digital Arts
MC Digital Arts: Digital Illustration
MC Digital Arts: Digital Photography
MC Digital Arts: Graphic Design
MC Digital Arts: Web Design
RS Digital Design
PC Digital Photography
SC Editing
RS eLearning Design Specialist
SC Film Production
GW, MC Game Technology
GC Graphic Design
CG, PC Media Arts: Computer Art/Illustration
PC Media Arts: Digital Animation
CG, PC Media Arts: Digital Imaging
PC Media Arts: Web Design
SC Motion Picture/Television Production
GC Multimedia
MC Multimedia Technology
SC Screenwriting
MC, PC, SC Technical Theatre
GC Video Production Technology
GC Web Publishing Design: Foundation
GC Web Publishing Design and Authoring

MANUFACTURING

Drafting Technology
GC Basic CAD
GC CAD Application
PC CAD-BIM Technology
MC CAD/CAM/CNC I
MC CAD/CAM/CNC II
GC CAD Technology
MC Computer Aided Drafting
Districtwide Occupational Programs

MC Computer Aided Design and Drafting CADD Level I
MC Commercial Drafting CADD Level II
MC Electro/Mechanical Drafting
MC Electromechanical Manufacturing Technology
GW Industrial Design Technology
GW Industrial Design Technology: Design Specialist: SolidWorks
MC Machining I
MC Machining II
MC Machining and Product Development
MC Manufacturing Engineering Technology
MC Manufacturing Management
GW Manufacturing Productivity: CNC CAD/CAM Programming
GW Manufacturing Productivity: Conventional Machines Level I
GW Manufacturing Productivity: Conventional Machines Level II
GW Manufacturing Productivity: Engineering Graphics
GW Manufacturing Productivity: Process Improvement
GW Manufacturing Productivity: Team Leadership
MC Manufacturing Welding
MC Mechanical Drafting
MC Micro Circuit Mask Design
GC Microcomputer Servicing
GW Production Technology
GW Production Technology: CNC Technology
GW Production Technology: Quality Assurance
EM Public Works Leadership

Electronics/Electrical Technology
EM, MC Automation Technology
EM, MC Automation Technology Level I
MC Automation Technology Level II
MC Automation Technology Level III
GC Computer and Networking Technology
CG Electric Utility Design Technology
CG Electric Utility Technology
GW Electrical Technology
MC Electromechanical Automation Technology
MC Electronics Engineering Technology
GC Electronics Manufacturing Technology
MC Electronics Technology
CG Meter Technology
GC Network Maintenance
RS Workforce Development: Electrical Level I
RS Workforce Development: Electrical Level II

Engineering
PC Civil Engineering Technology
PC Surveying Technology

Welding Technology
MC Welding
(See Manufacturing section for additional programs and related areas)

College Acronyms/Name:
CG: Chandler-Gilbert Community College MC: Mesa Community College
EM: Estrella Mountain Community College SC: Scottsdale Community College
GC: Glendale Community College SM: South Mountain Community College
GW: GateWay Community College PV: Paradise Valley Community College
PC: Phoenix College RS: Rio Salado College
Districtwide Occupational Programs

MARKETING, SALES, AND SERVICE

Marketing
MC, PC, SC Marketing
PC Marketing I
PC Marketing II
MC Salesmanship

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Emergency Medical Technology
GC, MC, PC Advanced Emergency Medical Technology (Paramedic)
GC Basic Emergency Medical Technology
PC Community Emergency Response Team (CERT): Level I
PC Emergency Communications and Deployment
(See Allied Health section for additional programs and related areas)
CG, GC, MC, PC, PV Emergency Medical Technology
CG, EM, GC Fire Investigation
MC, PC, PV Intermediate Emergency Medical Technology
(See Allied Health section for additional programs and related areas)
GC, MC, PC Paramedicine

Administration of Justice
EM, GC, PC, PV Administration of Justice
PC Administration of Justice-Comprehensive
PC Administration of Justice-Fundamentals
CG, GW, MC Administration of Justice
SC Studies
RS Advanced Corrections
RS Basic Corrections
RS Corrections
PC, SC Crime and Accident Scene Photography
CG Crime and Intelligence Analysis
PC, SC Crime Scene Investigation
PC, SC Crime Scene Technology
RS Detention Services
PC Evidence Technology
EM Evidence Technology
PC, SC Fingerprint Classification and Identification
MC Forensic Investigation
CG Forensic Science
SC Forensic Science: Crime Lab
PC Forensic Technology
MC Global Citizenship
CG, GW Homeland Security
GC Information Security Forensics
MC Judicial Studies
MC Justice and Government Agency Administration
MC Justice and Government Agency Administration Level I
MC Justice and Government Agency Administration Level II
CG, MC, SC Justice Studies
SC Law Enforcement
GC Law Enforcement Investigator
RS Law Enforcement Technology
CG, GC Law Enforcement Training Academy
MC Legal Studies
RS Paralegal
SC Police Academy Preparation Level I
MC, SC Police Science
GC Police Supervision
RS Public Safety Technology
MC Victimology
Districtwide Occupational Programs

**Fire Science**
CG, EM, GC, MC Driver Operator  
PC, PV, SC  
GC, PV, SM Emergency Management  
CG, EM, GC, MC Emergency Response and  
PC, PV, RS, SC Operations  
GC, SC Fire Academy  
CG, EM, GC Fire Officer  
MC, PC, PV, SC  
EM, MC, PV Fire Science  
EM, GC, SC Fire Science Technology  
CG, EM, GC, MC Firefighter Operations  
PC, PV, RS, SC  
PC Hazardous Materials Response

**SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS**  
AGEC-S

**TRANSPORTATION, DISTRIBUTION, AND LOGISTICS**

**Automotive Technology**
MC Air Conditioning  
GW Air Conditioning and Electrical Accessories  
GC Automotive Chassis  
GW Automotive Drive Trains  
MC Automotive Electrical Systems  
GC Automotive Engines and Drive Trains  
GC Automotive Engine Performance Diagnosis & Air Conditioning  
MC Automotive Performance Technology  
GW Automotive Suspension, Steering and Brakes  
GC, GW Automotive Technology  
MC Brakes, Alignment, Suspension and Steering  
MC Caterpillar Technician Training  
GW, MC Engine Performance and Diagnosis  
MC Transmissions and Power Trains  
RS Workforce Development: Automotive Technology Level I  
RS Workforce Development: Automotive Technology Level II
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 and 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. We value the people we serve in our global community and encourage you to do the same.

www.maricopa.edu
In This Section

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Administrative Regulations

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 as "AR" followed by a regulation number, which corresponds with the regulations on the MCCCD web site:

http://www.maricopa.edu/publicstewardship/governance/adminregs/adminregs_toc.php

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as "ARS" followed by a reference number.

1. General Statement (AR 2.4.1)

The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2. Nondiscrimination Policy (AR 2.4.2)

It is the policy of the Maricopa Community Colleges (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, Glendale Community College, Maricopa Skill Center, Southwest Skill Center, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado College, Scottsdale Community College, and South Mountain Community College) to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of the Maricopa Community Colleges to provide an environment for each job applicant, employee, and student that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

This nondiscrimination policy covers all aspects of the employment relationship and admission to, access to, and treatment of students in the Maricopa Community Colleges’ programs and activities including vocational education. This policy also prohibits discrimination on the basis of sexual orientation in the admission and treatment of students in the Maricopa Community Colleges’ programs and activities and in the hiring, treatment, promotion, evaluation, and termination of employees.

3. Equal Opportunity Statement (AR 2.4.3)

It is the policy of the Maricopa Community Colleges to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of the Maricopa Community Colleges to provide an environment for each job applicant, employee, and student that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.
Affirmative Action Statements

1. 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 Community College District will not discriminate, or tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

2. Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250(k), Maricopa County Community College District will not discriminate, or tolerate discrimination, against any applicant or employee because he or she is a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified.

Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without discrimination based upon their disability or veteran status in all human resources section and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, Maricopa agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days’ duration, and part-time employment. Finally, all applicants, employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

3. Notice of Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act/Title IX Coordinator

Associate Dean of Student Enrollment Services, ADA/504/Title IX Coordinator, 2323 West 14th Street, Tempe, Arizona. 85281, 480-517-8540. Under the ADA and Section 504, the District and its colleges recognize the obligation to provide overall program accessibility throughout its locations for persons with disabilities. The designated ADA/504/Title IX Coordinator at each college will provide information as to the existence and location of services, activities and facilities that are accessible to and usable by persons with disabilities. Requests for accommodation should be addressed to the coordinator. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.

Students with disabilities may request catalog information in an alternative format from the college ADA/504 Coordinator.
Affirmative Action Statements

Declaraciones De Acción Afirmativa

1. Mandato de No Discriminación

Es el mandato de los Colegios Comunitarios del Condado de Maricopa (The Maricopa Community Colleges) que consisten del Centro de Apoyo del Distrito, los colegios comunitarios de Chandler-Gilbert, Estrella Mountain, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, South Mountain y el Centro de Capacitación de Maricopa, proveer igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que Maricopa no descriminará o tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética. Así mismo, es el mandato de los Colegios Comunitarios proveer para cada aplicante, empleado, y estudiante un ambiente libre de acoso sexual como también libre de acoso e intimidación referente a raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética.

Este mandato de no descriminación cubre todos los aspectos de contratación del empleado, ingreso, acceso a, y tratamiento de alumnos en los Colegios Comunitarios de Maricopa los cuales incluyen también programas de educación vocacional. Este mandato también prohíbe descriminación en base de orientación sexual en la admisión y tratamiento de estudiantes, en sus programas y actividades y en la contratación, tratamiento, promoción/ascensos, evaluación y despido de empleados.

2. Declaración de Igualdad de Oportunidad

Es el mandato de los Colegios Comunitarios del Condado de Maricopa promover igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que Maricopa no descriminará o tolerará descriminación en contra de ningún aplicante o empleado debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética. Agregando, es el mandato de los Colegios Comunitarios promover para cada aplicante y empleado un ambiente libre de acoso sexual como también de acoso e intimidación referente a raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética.

3. Declaración de Acción Afirmativa

Mandato y Declaración de Acción Afirmativa para Individuos con Incapacidades De acuerdo a las provisiones en la Sección 503 de la Ley de Rehabilitación de 1973, como enmienda, y las leyes de implementación, 41 CFR 60-741.5 (a), declara que el Distrito de Colegios Comunitarios de Maricopa no descriminarán o tolerarán descriminación en contra ningún aplicante o empleado debido a su desabilidad/incapacitación física o mental referente a cualquier posición para la cuál el aplicante o empleado ha calificado. Maricopa promete tomar acción afirmativa para emplear, dar ascenso en empleo y tratar a dichos individuos con incapacidades sin hacer incapaz por su incapacidad física en sus capacidades físicas o mentales en la selección de recursos humanos y prácticas decisivas como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo periodo de prueba, suspensión, y/o terminación de empleo por causa de paro forzoso), facilidades para empleados, evaluación de trabajo, reclutamiento, programas sociales/ recreacionales y entrenamiento. Maricopa continuará llevando a cabo éstas prácticas de no descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética. Así mismo, todo los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta bajo éste Acto.
**Affirmative Action Statements**

4. **Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita**

   Conforme a la ley de Reajuste y Asistencia para los Veteranos de la Era Vietnamita de 1974, acta de Oportunidades de Empleo para Veteranos de 1998 y reglamentos de implementación, 41 CFR 60-250(k), el Distrito de Colegios Comunitarios del Condado de Maricopa no discriminará ni tolerará discriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante veterano o veterana de la Era Vietnamita con desabilidad/incapacitación especial referente a cualquier posición la cual dicho aplicante o empleado califique. Maricopa promete aplicar acción afirmativa para emplear, ascender en empleo y tratar a dichos veteranos incapacitados y de la Era Vietnamita que califiquen sin discriminar base a su desabilidad/incapacitación o condición de veterano en todas las áreas de recursos humanos y decisiones como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo periodo de prueba, suspensión, y/o despido por causa o paro forzoso), facilidades para empleados, evaluación de trabajo, reclutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo estas prácticas sin discriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética. Maricopa promete anunciar todas las oportunidades de empleo disponibles en la oficina local del servicio de empleo del Estado donde el empleo esté disponible. Esto incluye empleo de tiempo completo, temporal de más de tres días de duración y empleo de tiempo medio. Finalmente, todos los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o discriminación por quejas o por ayudar en una investigación cubierta sobre este Acto.

5. **Notificación del Acta de Americanos con Impedimentos (ADA)/Sección 504 del Acta de Rehabilitación/Coordinador del Título IX**

   Associate Dean of Student Enrollment Services, ADA/504/Coordinador del Título IX, 2323 West 14th Street, Tempe, Arizona, 85281, 480-517-8540. De acuerdo a ADA y a la sección 504, el distrito y sus colegios reconocen la obligación de proveer acceso a programas en todas sus localidades a personas incapacitadas. El coordinador designado de ADA/504/Título IX proveerá información tocante a la existencia y localidad de servicios, actividades y facilidades que son accesibles y de utilidad a personas incapacitadas. Solicitudes para acomodación deben ser dirigidas al coordinador. Del mismo modo, bajo el Título IX, hay obligación de proveer acceso a servicios y programas de una manera imparcial según el género.

   Estudiantes incapacitados pueden solicitar información de catálogo en una forma diferente por medio del Coordinador designado por ADA/504 en cada colegio.
Governing Values (Board Policy 4.1)

**Governing Board**

Doyle W. Burke, M.A., President  
Dana G. Saar, M.Ed., Secretary  
Donald R. Campbell, Ph.D.  
Debra Pearson, A.S.  
Randolph Elias Lumm, M.S.W.

**Chancellor**

Rufus Glasper, Ph.D., C.P.A.

**Our Vision:**

A Community of Colleges … Colleges for the Community

… working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

**Our Mission:**

The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

University Transfer Education  
General Education  
Developmental Education  
Workforce Development  
Student Development Services  
Continuing Education  
Community Education  
Civic Responsibility  
Global Engagement

**Our 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 teamwork 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.
General Regulation (AR 2.1)

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.

Admission/Registration/Enrollment

Admission Policy (AR 2.2.1)

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/Registration/Enrollment

Admission Classifications

1. Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.

B. Has a high school certificate of equivalency.

C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.

D. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age

A. Admission to the community colleges in Arizona shall be granted to any student who is under age 18 and who completes course prerequisites and meets any one of the following requirements:
   i. A composite score of 93 or more on the Preliminary Scholastic Aptitude Test (PSAT).
   ii. A composite score of 930 or more on the Scholastic Aptitude Test (SAT).
   iii. A composite score of twenty-two or more on the American College Test (ACT).
   iv. A passing score on the relevant portions of the Arizona Instrument to Measure Standards test (AIMS).
   v. The completion of a college placement test designated by the community college district that indicates the student is at the appropriate college level for the course.
   vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.

C. Home schooled students are exempt from this sub-section.

D. A student shall not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials or lack of concurrent enrollment in a public or private school, if the student has achieved at least a specified score on a college entrance examination.

3. Specialized Vocational/Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student’s admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming) and 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.
Admission/Registration/Enrollment

5. Admission of F-1 Nonimmigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s). When completed, the form(s) should be returned to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 nonimmigrant status must provide proof of secondary school completion with documentation comparable to a United States high school diploma or higher degree. It is recommended that F-1 nonimmigrant students have graduated in the upper 50% of their secondary school (high school or equivalent) in order to ensure success in academic classes at this college. Applicants for admission to the college must have high school and college (if applicable) transcripts sent directly from the high school or college to the Admissions and Records Office/Office of Student Enrollment Services or designated office. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.

A. Admission to Academic Programs

Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. If the Test of English as a Foreign Language (TOEFL) is used to satisfy this requirement, the applicant must attain a score of at least 500 (on the paper-based TOEFL) or 61 (on the internet-based TOEFL, known as the iBT). If the International Language Testing System (IELTS) is used to satisfy this requirement, an IELTS overall Band Score of 5.5 or better is required, and a minimum IELTS individual Band Score of 5.0 on each module is recommended. The dean or director of Admissions and Records/Enrollment Services of the college may accept other proof of English language proficiency for admission purposes, such as the ASSET, ACCUPLACER, COMPASS or CELSA tests.

B. Admission to an Intensive English Program

Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:

i. At least six years of English language instruction as shown by the applicant's school transcript(s);

ii. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 23 (on the internet-based test);

iii. An original letter of recommendation from a teacher, school principal or headmaster/headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;

iv. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.

v. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.
Admission/Registration/Enrollment

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:

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$ 7,690</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>10,140</td>
</tr>
<tr>
<td>Books</td>
<td>1,200</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,030</strong></td>
</tr>
</tbody>
</table>

D. Dependent Financial Guarantee

Evidence of financial support for dependents of F-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 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 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-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 2011-2012 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. Assumes books are sold at the end of the semester.
(4) Based on the 2009-2010 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.

Admission Information (AR 2.2.2)

Students must file a Student Information Form with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. Student Status

A. Freshman - A student who has completed fewer than 30 credit hours 100-level courses and above.
B. Sophomore - A student who has completed 30 credit hours or more in 100-level courses and above.
C. Unclassified - A student who has an associate degree or higher.

2. Student Identification Number

Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.
Policies & Procedures

3. Residency for Tuition Purposes (Appendix S-1)

All students are classified for tuition purposes under one of the following residency classifications:

A. Maricopa County resident
B. Out-of-County resident
C. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 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.

A. Implementation

i. Domicile status must be established before the student registers and pays fees. It is the student’s responsibility to register under the correct domicile status.

ii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.

iii. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten days of receipt of notification of classification as a non-resident. Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period. The decision of the review committee shall be final.

B. Definitions

i. “Armed Forces of the United States” means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceanographic and Atmospheric Administration, the National Guard, or any military reserve unit of any branch of the Armed Forces of the United States.

ii. “Continuous attendance” means enrollment at one of Maricopa Community Colleges as a full-time or part-time student for a normal academic year since the beginning of the period for which continuous attendance is claimed. Students need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.

iii. “Maricopa County resident” means an individual who has lived in Maricopa County for at least fifty (50) days before the first day of classes of the semester. In-state residency must be established prior to country residency for those moving from other states. Refer to section C for guidelines.

iv. “Domicile” means a person’s true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.

v. “Emancipated person” means a person who is neither under a legal duty of service to his parent nor entitled to the support of such parent under the laws of this state.

vi. “Full-time student” means one who registers for at least twelve (12) credit hours per semester.
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.

2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as an in-state student if the person meets one of the following requirements:

   a. The person’s parent’s domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.

   b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.

   c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person’s family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section.

   d. The person’s spouse has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person’s spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes.

3. The domicile of an unemancipated person is that of such person’s parent.

4. An unemancipated person who remains in this state when such person’s parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.

5. A person who is a member of the Armed Forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.

6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person’s
Admission/Registration/Enrollment

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. Beginning in the fall semester of 2011, a person who is honorably discharged from the armed forces of the United States 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

8. A person who is a member of an Indian tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.

ii. Alien In-State Student Status

1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.

2. In accordance with the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (P.L. 104-208; 110 Stat. 3009-546), a person who was not a citizen or legal resident of the United States or who is without lawful immigration status is not entitled to classification as an in-state student pursuant to ARS §15-1802 or entitled to classification as a county resident pursuant to ARS §15-1802.01. A student will be assessed out-of-state tuition until such time that documentation of status is received in the office of Admissions and Records/Enrollment Services and (eligibility for) residency is determined. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of the term will be used for residency determination in subsequent terms.

3. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students:
   A  Foreign Government Official or Adopted Child of a Permanent Resident
   E  Treaty Traders
   G  Principal Resident Representative of Recognized Foreign Member Government to International Staff
Admission/Registration/Enrollment

K  Spouse or Child of Spouse of a U. S. Citizen, Fiancé or Child of Fiancé of U.S. Citizen
L  Intracompany Transferee, or Spouse or Child
N6  NATO-6
V  Spouses and Dependent Children of Lawful Permanent Residents

4. Students who hold a current visa and have submitted an I-485 to Citizenship and Immigration Services (CIS), may establish residency if other domicile requirements have been met. Residency eligibility for I-485 applicants may be considered one year after the date on the CIS Notice of Action letter (I-797) confirming application for permanent resident status. Students must provide required residency documentation in addition to the Notice of Action for residency consideration. In establishing domicile, the alien must be in a status that does not prohibit establishing domicile in this state for at least one year immediately preceding the official starting date of the semester. In the event that an alien student’s parent is domiciled in this state and is allowed to claim the student as an exemption for state or federal tax purposes (3.c.i.2.a), the student's parent, in order to establish domicile, must hold a valid, unexpired visa in one of the categories listed in section 3 above.

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. In-State Residency

   a. An affidavit signed by the student must be filed with the person responsible for verifying residency.

   b. Any of the following may be used in determining a student's domicile in Arizona:

      1. Arizona income tax return
      2. Arizona Voter registration
      3. Arizona Motor Vehicle registration
      4. Arizona Driver’s license
      5. Employment history in Arizona
      6. Place of graduation from high school
      7. Source of financial support
      8. Dependency as indicated on federal income tax return
      9. Ownership of real property
      10. Notarized statement of landlord and/or employer
      11. Transfer of major banking services to Arizona
      12. Change of permanent address on all pertinent records
      13. Other relevant information
2. County Residency
   a. An affidavit signed by the student must be filed with the person responsible for verifying domicile to prove continuous residency in a county for fifty (50) days, and
   b. Any of the following may be used to determine a student's county residency:
      1. Notarized statements of landlord and/or employer
      2. Source of financial support
      3. Place of graduation from high school
      4. Ownership of real property
      5. Bank accounts
      6. Arizona income tax return
      7. Dependency as indicated on a Federal income tax return
      8. Other relevant information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (A.R.S. §15-1807) (Appendix S-3)

Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

Other Admission Information (AR 2.2.3)

1. Veterans

   By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for the honorably discharged veterans with two years’ service in the Armed Forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (Also see Withdrawal - Appendix S-7)

2. Ability to Benefit

   A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

   B. For students 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.
Admission/Registration/Enrollment

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 not completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction requiring developmental/remedial coursework and is pursuing a degree/certificate in an eligible program.

iii. “Special” status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.

3. Transcripts

The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs. For verification of course requisites and for determination of academic standing the official transcript must be mailed directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. It is the student's responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment

All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7)

Credit For Prior Learning (AR 2.2.4)

The Maricopa Community Colleges recognize that learning takes place in a variety of situations and circumstances. Many students have significant, demonstrable learning from experiences outside the traditional academic environment. Therefore, prior learning, not life experience, is the basis for the award of college credit. Students may be awarded no more than 30 credit hours, unless required by a specific program of study, within the Maricopa Community Colleges using one or more of the following assessment methods recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE):

- Articulated Programs
- Credit By Evaluation
- College-Level Equivalency Examinations.

Credit awarded for prior learning does not count as hours in residence for graduation requirements. Exceptions may be granted at some MCCD colleges for specially approved programs. No more than 20 credit hours may be applied to AGEC. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to meet with a program advisor or contact the college or university they plan to attend. For further information on Prior Learning Assessment, contact the Admissions and Records Office/Office of Student Enrollment Services.

1. Credit by Evaluation

The Maricopa Community Colleges offer credit by evaluation. The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate sponsored training programs and recommends credit awards based on this evaluation. The numbers of credits listed in the ACE guide are recommendations only.
Credit For Prior Learning (AR 2.2.4)

A college is not required to grant a student the number of credits recommended. The credits are included on a student's transcript.

A. Educational Experiences in the Armed Services

The Maricopa Community Colleges may award credit for military experiences based on the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. A student may receive college credit if:

i. Training parallels a discipline area offered through the Maricopa Community Colleges, and

ii. Credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed Basic Training, four (4) credit hours in Physical Education will be awarded as indicated in the ACE Guide and the Community College of the Air Force Catalog. Official documentation of military training is required.

B. College Credit Recommendation Service (CREDIT)

ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in The National Guide to College Credit for Workforce Training. If a student has received training that appears in the guide, he or she may receive college credit if:

i. training parallels a discipline area offered through the Maricopa Community Colleges, and

ii. credit meets a program requirement or is used as elective credit.

C. Departmental Credit By Evaluation

Students may apply for Departmental Credit By Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, and completing applicable paperwork and other requirements of the college, including payment of required fee. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:

i. The evaluation of a course a second time;

ii. The evaluation of a course while currently enrolled in the course;

iii. To establish credit in a previously completed course; and

iv. To establish credit for a lower level of a course in which credit has been received. Exceptions may be granted at some MCCCD colleges for their unique programs of study.

Certain departments have additional requirements that must be met before credit may be granted through departmental credit by evaluation. When credit is granted as outlined above, a notation of "credit by evaluation," and the number of credits will appear on the student's transcript. These credits are not used in computing the grade point average. Credit by evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

2. College-Level Equivalency Examinations

ACE has published credit recommendations for a number of national standardized examinations such as the ones listed below in the Guide to Educational Credit By Examination. The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent Maricopa Community Colleges coursework as well as elective credit. Scores must be sent directly to the Admissions and Records Office/Office of Student Enrollment Services from the specific testing company(s) before credit is awarded. All equivalency is subject to future review and possible catalog change.
**Credit For Prior Learning (AR 2.2.4)**

**A. Advanced Placement Examinations**

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an Advanced Placement Examination of the CEEB may receive course credit with a score of 3, 4 or 5. Scores must be received directly from CEEB before credit is awarded.

**English AP Recommendation:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Credit Hours/Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language and Composition</td>
<td>5 or 4</td>
<td>6 credit hrs/ ENG101, ENG100, AA, AC, AD eligible for Honors ENG102</td>
</tr>
<tr>
<td>English-Literature and Composition</td>
<td>5 or 4</td>
<td>6 credit hrs/ ENG101 ENH110 eligible for Honors ENG102</td>
</tr>
</tbody>
</table>

**Math AP Recommendation:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Credit Hours/Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-Calculus AB</td>
<td>5, 4 or 3</td>
<td>MAT220 or MAT221</td>
</tr>
<tr>
<td>Math-Calculus BC</td>
<td>5 or 4</td>
<td>MAT220 or MAT221, and MAT230 or MAT231, upon completion of MAT241 MAT220 or MAT221</td>
</tr>
<tr>
<td>Math-Calculus BC</td>
<td>3</td>
<td>MAT220 or MAT221</td>
</tr>
<tr>
<td>Computer Science A and AB</td>
<td>4 or 5</td>
<td>CSC100</td>
</tr>
</tbody>
</table>

**B. College Level Examination Program**

The Maricopa Community Colleges may award credit to individuals who have received a score of 500 or more for the 1986 version of the College Level Examination Program (CLEP) General Examinations (610 on the 1978 version) and who meet or exceed the American Council on Education (ACE) recommended scores for awarding credit on the CLEP subject examinations. The ACE credit-granting score recommendation will be 50 (on the 20-80 scale) for all CLEP computer-based exams beginning July 1, 2001.

- Credit received through CLEP is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.
- Rio Salado College and Paradise Valley Community College are national CLEP test sites. For more information on registering for the CLEP examinations, contact Rio Salado College or Paradise Valley Community College.

**English Composition:**

Students pursuing credit for ENG 101 must take the English Composition with Essay. The Maricopa Community Colleges do not award credit for ENG 102 through CLEP examination.
Credit For Prior Learning (AR 2.2.4)

Foreign Languages:
Credit earned through CLEP examination for French, German, and Spanish meets the language proficiency requirements of the Maricopa Community Colleges. For CLEP examinations taken prior to July 1, 2001, the Maricopa Community Colleges will grant credit based on the scaled scores indicated below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Spanish</th>
<th>French</th>
<th>German</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>50-54</td>
<td>49-53</td>
<td>46-50</td>
<td>8 (101, 102)</td>
</tr>
<tr>
<td>201</td>
<td>55-61</td>
<td>54-62</td>
<td>51-59</td>
<td>12 (101, 102, 201)</td>
</tr>
<tr>
<td>202</td>
<td>62-80</td>
<td>63-80</td>
<td>60-80</td>
<td>16 (101, 102, 201, 202)</td>
</tr>
</tbody>
</table>

At the discretion of the individual college, an oral exam at the 202 level may be administered.

C. Defense Activity for Non-Traditional Education Support Examination Program

The Maricopa Community Colleges may award credit for the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DANTES subject examinations. The Maricopa Community Colleges do not award credit for ENG 102 through DANTES examination. Credit received through DANTES is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

The Assessment Center at Rio Salado College is a national test site. For additional information on registering for DANTES examinations, call 480-517-8560.

D. American College Testing Proficiency Examination Program

The Maricopa Community Colleges may award credit for the American College Testing Proficiency Examination Program (ACT-PEP) based on the scores earned.

E. Departmental Credit By Examination

Students may apply for Departmental Credit By Examination in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, paying the required fee, and completing the examination and other requirements of the college. See fee schedule for appropriate fees.

Students may not request:

i. To challenge a course a second time;

ii. To challenge a course while currently enrolled in the course;

iii. To establish credit in a previously completed course; and

iv. To establish credit for a lower level of a course in which credit has been received.

- Exceptions may be granted at some MCCCD colleges for their unique programs of study.
- Certain departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
- Only grades of A, B, C, D or P earned as a result of this examination will be recorded on the student's transcript. Fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of "credit by examination," a grade and the number of credits will appear on the student's transcript. The grade is used in computing the grade point average.
### Credit For Prior Learning (AR 2.2.4)

#### College Level Examination Program (CLEP)

Note: The changes to English Composition CLEP were agreed upon at their respective Articulation Task Force (ATF) meetings prior to approval by APASC members in April, 2008. These cut scores, which represent equivalencies, were implemented July 1, 2009. Table Revised March 2012.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>MCCC</th>
<th>General</th>
<th>Semester Hours</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>50 (July 1, 2001 or later), 600 (1986 version), 500 (1978 version)</td>
<td>POS 110</td>
<td>4</td>
<td>With essay qualifies for ENG101 (3) and ENG297 (1)</td>
<td></td>
</tr>
<tr>
<td>College Composition - Modular</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>No Credit</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>50 (July 1, 2001 or later), 500 (prior to July 1, 2001)</td>
<td>-</td>
<td>6</td>
<td>Elective Credit</td>
<td></td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>50 (July 1, 2001 or later), 500 (prior to July 1, 2001)</td>
<td>-</td>
<td>3</td>
<td>Elective Credit</td>
<td></td>
</tr>
</tbody>
</table>

#### Table of ACE Scores and Elective Credits

- **American Government**: ACE Score 3 POS 110
- **American Literature**: ACE Score 6 ENH241, 242
- **Analyzing and Interpreting Literature**: ACE Score 3 Elective Credit
- **Biography**: ACE Score 8 BIO Elective Credit*
- **Calculus**: ACE Score 4 MAT221
- **Chemistry**: ACE Score 4 CHM151 (3) and CHM151LL (1)
- **College Composition**: ACE Score 3 Elective Credit
- **Financial Accounting**: ACE Score 3 Elective Credit
- **French Language, Level 1**: ACE Score 4 FRE101
- **French Language, Level 2**: ACE Score 4 FRE101, 102
- **German Language, Level 1**: ACE Score 4 GER101
- **German Language, Level 2**: ACE Score 8 GER101, 102
- **Human Growth and Development**: ACE Score 3 CFS205
- **Information Systems and Computer Applications**: ACE Score 3 CIS Elective Credit
- **Intro to Educational Psychology**: ACE Score 3 EDU Elective Credit
- **Introductory Business Law**: ACE Score 3 Elective Credit
- **Introductory Psychology**: ACE Score 3 PSY101
- **Introductory Sociology**: ACE Score 3 SOC101
- **Macroeconomics, Principles of**: ACE Score 3 ECN211
- **Management Principles of**: ACE Score 3 ECN212
- **Marketing, Principles of**: ACE Score 3 ECN212
- **Mathematics, College**: ACE Score 3 MAT142
- **Microeconomics, Principles of**: ACE Score 3 ECN212
- **Precalculus**: ACE Score 3 MAT187
- **Spanish Language, Level 1**: ACE Score 3 SPA101, 102
- **Spanish Language, Level 2**: ACE Score 3 SPA101, 102, 201, 202
- **Trigonometry**: ACE Score 3 MAT182
- **U.S. History I - Early Colonization to 1877**: ACE Score 3 HIS103
- **U. S. History II - 1865 to the Present**: ACE Score 3 HIS104
- **Western Civilization I - Ancient Near East to 1648**: ACE Score 3 HIS100, 101
- **Western Civilization II - 1648 to the Present**: ACE Score 3 HIS102

*The general studies requirement in Natural Sciences (SQ and SG) and Literacy and Critical Inquiry (L) are not satisfied by CLEP.*
**Advanced Placement Credit**

Note: The changes to AP scores to include Japanese were agreed upon at their respective Articulation Task Force (ATF) meetings prior to approval by APASC members in April, 2008. These cut scores, which represent equivalencies, were implemented Fall 2009. Table Revised March 2012.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>MCCCD Equivalency</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art - History</td>
<td>5 or 4</td>
<td>ARH101, 102</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARH101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>Art - Studio Art (2-D Design)</td>
<td>5</td>
<td>ART111, ART112</td>
<td>6</td>
</tr>
<tr>
<td>(previously Art - Studio - General)</td>
<td>4</td>
<td>ART112</td>
<td>3</td>
</tr>
<tr>
<td>Art - Studio Art (Drawing)</td>
<td>5</td>
<td>ART111, 112</td>
<td>6</td>
</tr>
<tr>
<td>(previously Art - Studio - Drawing)</td>
<td>4</td>
<td>ART111</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>5 or 4</td>
<td>BIO181, 182</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>BIO100 or Equivalent</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5 or 4</td>
<td>CHM151/151LL</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5, 4, or 3</td>
<td>MAT221</td>
<td>4</td>
</tr>
<tr>
<td>(previously Mathematics - Calculus AB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5 or 4</td>
<td>MAT221 or MAT231</td>
<td>8</td>
</tr>
<tr>
<td>(previously Mathematics - Calculus BC)</td>
<td>3</td>
<td>MAT221</td>
<td>4</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>5 or 4</td>
<td>POS140</td>
<td>3</td>
</tr>
<tr>
<td>(previously Political Science - Comparative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government and Politics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>5 or 4</td>
<td>CSC100</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>5 or 4</td>
<td>CSC100</td>
<td>3</td>
</tr>
<tr>
<td>Economics - Macroeconomics</td>
<td>5 or 4</td>
<td>ECN211</td>
<td>3</td>
</tr>
<tr>
<td>Economics - Microeconomics</td>
<td>5 or 4</td>
<td>ECN212</td>
<td>3</td>
</tr>
<tr>
<td>English - Language and Composition</td>
<td>5 or 4</td>
<td>ENG100AA, AC, AD and ENG101</td>
<td>6</td>
</tr>
<tr>
<td>English - Literature and Composition</td>
<td>5 or 4</td>
<td>ENG101 and ENH110</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5 or 4</td>
<td>No Credit</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>5 or 4</td>
<td>HIS101, 102</td>
<td>6</td>
</tr>
<tr>
<td>French - Language</td>
<td>5, 4 or 3</td>
<td>FRE101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>French - Literature</td>
<td>5, 4 or 3</td>
<td>FRE101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>German - Language</td>
<td>5, 4 or 3</td>
<td>GER101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>German - Literature</td>
<td>5, 4 or 3</td>
<td>GER101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>5</td>
<td>JPN101, 102, 201, and 202</td>
<td>20</td>
</tr>
<tr>
<td>(previously Japanese - Language)</td>
<td>4</td>
<td>JPN101, 102, 201, and 201</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>JPN101 and 102</td>
<td>10</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>5</td>
<td>LAT101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>(previously Latin - Language)</td>
<td>4</td>
<td>LAT101, 102, 201, 201</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LAT101, 102</td>
<td>8</td>
</tr>
<tr>
<td>Music Theory</td>
<td>5 or 4</td>
<td>MTC105</td>
<td>3</td>
</tr>
<tr>
<td>(previously Music)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>PHY111, and PHY112</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>PHY111</td>
<td>4</td>
</tr>
<tr>
<td>Physics C - Electricity and Magnetism</td>
<td>5, 4, or 3</td>
<td>PHY112</td>
<td>4</td>
</tr>
<tr>
<td>Physics C - Mechanics</td>
<td>5, 4, or 3</td>
<td>PHY111</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>5 or 4</td>
<td>PSY101</td>
<td>3</td>
</tr>
<tr>
<td>Spanish - Language</td>
<td>5, 4 or 3</td>
<td>SPA101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>Spanish - Literature</td>
<td>5, 4 or 3</td>
<td>SPA101, 102, 201, 202</td>
<td>16</td>
</tr>
<tr>
<td>Statistics</td>
<td>5, 4 or 3</td>
<td>MAT206</td>
<td>3</td>
</tr>
<tr>
<td>U. S. Government and Politics</td>
<td>5 or 4</td>
<td>POS110</td>
<td>3</td>
</tr>
<tr>
<td>(previously Political Science - American</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Government)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. S. History</td>
<td>5 or 4</td>
<td>HIS103, HIS104</td>
<td>6</td>
</tr>
<tr>
<td>(previously History - American)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. International Baccalaureate Diploma/Certificate

Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit. MCCCD College grants credit for college-level courses only. Credit is awarded according to the “International Baccalaureate Diploma/Certificate Credit” table. Table Revised March 2012.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>Sem. Hrs.</th>
<th>MCCCD Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>7, 6, or 5</td>
<td>8</td>
<td>BIO181, 182</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>BIO100 or equivalent</td>
</tr>
<tr>
<td>Business and Management</td>
<td>5 or higher</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Chemistry</td>
<td>7, 6, or 5</td>
<td>9</td>
<td>CHM151, 152</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>CHM151</td>
</tr>
<tr>
<td>Economics</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>ECN211, 212</td>
</tr>
<tr>
<td>English A</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>ENG101, ENG100AB, AC, AD</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>ENG100AB, AC, AD</td>
</tr>
<tr>
<td>English B</td>
<td>No Credit</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Foreign Language A or B</td>
<td>7, 6, or 5</td>
<td>8</td>
<td>Foreign Language 201, 202</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>Foreign Language 101, 102</td>
</tr>
<tr>
<td>Geography</td>
<td>5, 4, or 3</td>
<td>3</td>
<td>GCU102</td>
</tr>
<tr>
<td>(previously Human Geography)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>HIS103, 104</td>
</tr>
<tr>
<td>(previously History - American)</td>
<td>4</td>
<td>3</td>
<td>HIS103</td>
</tr>
<tr>
<td>History</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>HIS101, 102</td>
</tr>
<tr>
<td>(previously History - European)</td>
<td>4</td>
<td>3</td>
<td>HIS101</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>7, 6, or 5</td>
<td>4</td>
<td>MAT221</td>
</tr>
<tr>
<td>Mathematics SL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical Studies SL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further Mathematics SL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(previously Mathematics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics SL</td>
<td>7, 6, or 5</td>
<td>4</td>
<td>MAT221</td>
</tr>
<tr>
<td>Physics</td>
<td>7 or 6</td>
<td>8</td>
<td>PHY111 and 112</td>
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<td></td>
<td>5</td>
<td>4</td>
<td>PHY111</td>
</tr>
<tr>
<td>Social and Cultural Anthropology</td>
<td>7, 6, 5, or 4</td>
<td>3</td>
<td>ASB102</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>ART111, 112</td>
</tr>
<tr>
<td>(previously Art/Design)</td>
<td>4</td>
<td>3</td>
<td>ART112</td>
</tr>
</tbody>
</table>
Credit For Prior Learning (AR 2.2.4)

3. Health Care Integrated Educational System (HCIES) Credit for Prior Learning

National/Regional Credential Recognition

Students who have recognized credentials related to healthcare may request an evaluation for course competency equivalency on a case-by-case basis through the Integrated Competency Assessment Network (ICAN). For more information contact the ICAN office at 480-731-8240 or by e-mail at ican@domail.maricopa.edu. Website: http://healthcare.maricopa.edu/healthcarecourses.php. When national or regional credentials are determined to be equivalent to the competencies demonstrated in corresponding courses, the recognition of external credentials will fulfill graduation credit requirements for the identified courses through Credit by Evaluation.

Credit by Examination and Credit by Skills Demonstration Assessment

Healthcare students may apply for credit for prior learning in certain courses. Specific information and required forms can be found on http://healthcare.maricopa.edu/healthcarecourses.php Credit by Examination in the HCIES is determined through the use of HCIES Competency Assessment Tests (CATs) and/or Skills Demonstration Assessment under the direction of the HCIES Integrated Competency Assessment Network (ICAN). Students may apply for HCIES Health Care Pathway/Program Advanced Placement in certain courses by obtaining the appropriate form(s) in the Admissions and Records Office/Office of Student Enrollment Services, paying the required fee(s), and successfully completing the examination and/or skills demonstration and other requirements of the college. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:

- 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; or
- To establish credit for a lower level of a course in which credit has been received.

Certain health care pathways/programs have additional requirements which must be met before credit may be granted through HCIES credit by examination and credit by skills demonstration assessment.

Grades of A, B, C, D, or P, earned as a result of examination or skills demonstration will be recorded on the student's transcript. Fees are not refundable after the examination/skills demonstration has been administered, regardless of results. A grade of P/Z is not used in computing the grade point average. When credit is granted as outlined above, a notation of “Credit by Examination,” “Credit by Evaluation,” or “Credit by Skills Demonstration,” and the number of credits will appear on the student's transcript. If a grade is assigned, it will be used in computing the grade point average.

4. Transferring To The Maricopa Community Colleges

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed directly from the source institutions to the Admissions and Records/Enrollment Services Offices of the receiving institutions. The Admissions and Records/Enrollment Services Offices at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request.
The Maricopa Community Colleges may transfer in coursework if:

- The coursework was completed at colleges and universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and/or Western Association of Schools and Colleges. The Maricopa Community Colleges will not award credit for courses completed at institutions not regionally accredited.
- The coursework was earned with a grade of C or better.
- The coursework was taken at another Arizona community college to fulfill general education requirements for the Arizona General Education Curriculum (AGEC).

Conditions of Transfer Credit:

- Acceptance and applicability of courses from another Maricopa Community College that fulfill requirements other than general education is determined by individual Maricopa Community Colleges.
- The award of transfer credit shall not express or imply that all transfer credit will be fully applicable toward all Maricopa associate's degree and certificate requirements.
- Developmental coursework (below 100-level) is accepted for the purpose of fulfilling course prerequisites. The credit does not apply toward a degree or certificate.
- Courses with different credit systems (quarter hours, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credit hours for each quarter hour.
- The age of credit may be considered in applying credit toward degrees and certificate programs.
- College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the ministry of education in that country. It is the student’s responsibility to submit all foreign and international transcripts to one of the international credential evaluation to be translated into English, evaluated on a course-by-course-basis, and sent directly to the receiving colleges. Contact your college admissions and records/enrollment services office to obtain a list of approved agencies.
- For military credit, credit by examination, credit by evaluation, and CLEP/AP/IB see the section for Credit For Prior Learning.

A. Transfer Credit from MCCCD and Established Articulation Agreements

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to four year colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with private, public, and international baccalaureate degree granting institutions that have achieved full accreditation or candidacy status with a regional accreditation commission. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the district. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts from all institutions attended.
B. Articulation and Transfer Agreements

i. Maricopa Skill Center and the Southwest Skill Center: The Maricopa Community Colleges have articulation agreements with the Maricopa Skill Center and the Southwest Skill Center in limited areas of study. Students who have participated in these agreements may be granted credit for prior learning. No fees will be assessed for credits awarded for prior learning. Articulated course/program credit is transferable within the Maricopa Community Colleges, but may not necessarily be transferable to other universities and colleges. Students should contact the admissions and records office/office of student enrollment services for specific information related to these agreements.

ii. Arizona Public Community Colleges and Universities: Maricopa is a participant in the Arizona statewide transfer system. The aztransfer.com website is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on aztransfer.com is the course equivalency guide (CEG), which shows how institutions have agreed to transfer coursework from Arizona public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific bachelor's degrees. [https://www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG](https://www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG)

iii. Domestic (U.S) and International Institutions: The Maricopa Community Colleges have transfer agreements with U.S. universities and colleges that are regionally accredited as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through district-wide articulation agreements and are designed to help students maximize their transfer credit toward a bachelor's degree. To access a list of institutions with which Maricopa has established articulation agreements, visit: [http://www.maricopa.edu/academic/ccta/artic/partner_list.php](http://www.maricopa.edu/academic/ccta/artic/partner_list.php)

C. Limitations on the Transfer of Credit

Generally, the following types of courses are not intended for transfer. Contact the Admissions and Records office at your college for specific information.

i. Remedial/developmental courses or courses numbered below 100
ii. Arizona government university courses
iii. Cooperative education
iv. Experimental courses
v. Post baccalaureate courses
vi. Contractual training for business, industry, and government
vii. Some forms of credit for prior learning
viii. Non-credit courses

D. Time Limit for Transfer Coursework

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.
Credit For Prior Learning (AR 2.2.4)

E. Shared Unique Numbering (SUN) System Course Information

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The shared unique number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona’s public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it could still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on aztransfer.com. The SUN system does not address the applicability of courses. Students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit www.azsunsystem.com.

5. Servicemen’s Opportunity College

The Maricopa Community Colleges recognize the unique educational problems confronting many active duty military personnel in attaining their educational goals. The colleges have, therefore, established themselves as Servicemen’s Opportunity Colleges. This means that the colleges recognize the peculiar needs of military personnel in that they provide courses on the various military bases located in Maricopa County and provide opportunities to complete courses through non-traditional means when education is interrupted by military obligations. Maricopa Community Colleges maintain liberal entrance requirements, offer maximum credit for educational experiences obtained in the Military Services, and follow residency statutes applicable to the special needs of servicemen. Maricopa Community Colleges follow the recommendations established by the American Council on Education. If, for any reason, Maricopa Community Colleges’ status as a Servicemen’s Opportunity College District is discontinued, it will nonetheless maintain its commitment to students previously enrolled. In addition, the option to enter into a “contract for a degree” allows the community college, as the college of record, to grant a degree upon completion of twelve (12) credit hours at the college and the satisfaction of graduation requirements.

Academic Advising (AR 2.2.6)

1. Academic advising assists students in the formation of educational plans and goals. This is an ongoing process of clarification, evaluation, re-clarification, and re-evaluation.

2. The ultimate responsibility for making decisions about life goals and educational plans rests with the student. The academic advisor helps to identify and assess alternatives and consequences.

3. The academic advisor also serves as a resource for accurate information. The advisor is knowledgeable about institutional policies, procedures, programs and resources and assists students in making use of printed and online materials.

4. Advisors are in a position to help students identify their learning-related needs. Feedback received from advisors could be beneficial and should be used in policy-making decisions at all levels of the institutional administration.

With the help of an academic advisor, students will:

1. gain an understanding of their academic abilities and interests
2. be reinforced in their successes
3. be provided information regarding the nature and purpose of higher education
4. be referred to counselors and other resources to explore their interests, skills, abilities, and values
5. define and refine educational goals and objectives and understand the consequences of alternative courses of action
6. consider alternative careers through counselors, workshops, seminars, and other resources
Academic Advising (AR 2.2.6)

7. make course, certificate, and/or degree selections
8. understand and utilize placement test results
9. be encouraged to be active participants in their educational planning and college life
10. be informed of support services that are available and how to make an appointment, if appropriate
11. be aware of transfer articulation arrangements
12. be informed about research results and general perceptions of student experiences at the institution
13. receive accurate printed materials on academic majors, minors, and other degree and program requirements
14. be encouraged to use the technology, which supports the academic advising process

Student Course Placement Process (AR 2.2.7)

The Maricopa Community Colleges are committed to providing students with opportunities for successful academic experiences. Student academic achievement is directly related to the proper initial course placement. Students choosing to enroll will register for the courses indicated by their English, mathematics, or reading course placement tests, or in a lower level course. Initial course placement should be discussed with an advisor or counselor who is skilled in assessing the student's needs and factors that affect student success.

1. Testing for Course Placement

A. Students will be required to complete a course placement test under any one of the following conditions:
   i. The student is taking his or her first college credit English, reading and/or math course, or any college course for which English, reading or math is a prerequisite.
   ii. The student is pursuing a degree and does not have current valid district approved course placement scores on file or does not have previous college credit in English, reading and math.
   iii. The student does not have a high school diploma or GED.
   iv. The student for whom English is not the primary language and is taking his or her first English as a Second Language class is required to take a test of English proficiency.
   v. College may determine additional conditions under which students would be required to complete course placement testing. Contact the college for additional conditions.

B. Students will be strongly encouraged to complete a course placement test under any one of the following conditions:
   i. The student is taking a math course and has a college-level prerequisite on file that is more than five (5) years old.
   ii. The student is taking a college course for which English, reading or math is a prerequisite, and such credit is more than five (5) years old.

C. Students MAY be exempt from a course placement test if at least one of the following conditions apply:
   i. The student has earned an associate or higher degree.
   ii. The student has earned college credits from a regionally accredited college in English, reading, and math with a grade of C or higher, and such credit is no more than five (5) years old.
   iii. The student has currently valid district approved course placement scores on file

Note: Being exempt from taking a course placement test does not exempt the student from fulfilling the minimum graduation requirements.
2. Course Placement

A. Students choosing to enroll in the courses indicated will be advised and placed into courses based on highest test or retest scores.
B. Students will be permitted one re-test in English, reading or by math level after at least a 24-hour waiting period. An additional re-test is permitted one year from the date of student's original or re-test 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.
D. Students may request a Course Placement Waiver from the appropriate department/division chair or designee. The waiver will be granted at the chair/designee's discretion. Additional testing may also be required. The signed waiver will be noted on the student's electronic record.

3. Implementation of Policy

To ensure consistency of the course placement process within the Maricopa Community Colleges:
A. All colleges shall accept the same approved course placement instruments.
B. All colleges shall adhere to the same approved cut-off scores.
C. Course placement scores, with the exception of the reading exemption, will be valid for two years from the date of the original or re-test.

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.

Registration (AR 2.2.8)

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under Section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.
Tuition and Fees (AR 2.2.9)

Tuition and Fees (AR 2.2.9)
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)
4. Unclassified, Out-of-County, Out-of-State (1-6 credit hours system-wide)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to the Concurrent Enrollment in Arizona Public Institutions of Higher Education policy under the Residency section of this publication.)

1. Time of Payment

All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the fee schedule approved by the Maricopa Community Colleges Governing Board.

2. Tuition and Fees Schedule

The most current Tuition and Fee Schedule will be posted at:
www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-4.php

The following rates are effective July 1, 2012 for fall, spring and summer sessions.

The following is the tuition and fees schedule for 2012-2013 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.
### Tuition and Fees (AR 2.2.9)

**Appendix S4: Tuition and Fees**

#### Student Status

<table>
<thead>
<tr>
<th>2012-2013</th>
<th>Maricopa County Resident (in County)</th>
<th>In County Resident Audit Rate</th>
<th>Out of County Resident</th>
<th>Non-Resident Living in Arizona</th>
<th>Non-Resident Study Abroad Program</th>
<th>Non-Resident Distance Learning</th>
<th>Western Undergraduate Exchange (WUE)</th>
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<tr>
<td><strong>IN-STATE</strong></td>
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<tr>
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<td>B</td>
<td>C*</td>
<td>D**</td>
<td>E</td>
<td>F***/+</td>
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<td>$3,870.00</td>
<td>2,052.00</td>
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</tbody>
</table>

* 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.
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**

i. 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.

ii. There may also be additional course fees for classes, please refer to the college schedule for course fees.

iii. If you choose to audit a class, add an additional fee of $25 per credit hour.

iv. 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.

D. **Pay Your Fees**

Payment of fees may be made by cash, check, money order, VISA, MasterCard, Discover or American Express. Payment Plan options are also available.

**NOTE:** *If you do not pay your tuition and fees at the time of registration or by the specified due date, you may be dropped from your classes and may be responsible for the tuition and fees based on the refund schedule which outlines the refund deadlines for each course.*

**Skill Center Tuition Rates**

- **Regular** $5.00 per contact hour
- **Nursing Assistant** $5.60 per contact hour
- **Practical Nursing** $5.60 per contact hour

**Credit by Examination & Credit by Evaluation**

(excludes Allied Health courses)

- **Regular Rate** $74.00 per credit hour
- **Contract Rate** $37.00 per credit hour

For more information regarding the MCCCD Tuition and Fee Schedule, please visit: [www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-4.php](http://www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-4.php)

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**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](http://www.riosalado.edu/schedule) or contact the Cashiers Office at **480-517-8334**.
Tuition and Fees (AR 2.2.9)

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. All Maricopa Community College services will 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 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. MCCC District 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 MCCC 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.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups

   The Maricopa Community College District waives tuition and student activity fees for credit-hour courses for employees and their dependents, and for legislatively mandated groups. Special fees and fees for Non-credit/Special Interest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community

   Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

   All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.
Refund Policy (AR 2.2.10)

1. Refund Policy for Credit Classes

Students who officially withdraw from credit classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, class and registration processing fees. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

<table>
<thead>
<tr>
<th>Length of Class</th>
<th>Official Withdrawal Deadlines for 100% Refund*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9 calendar days</td>
<td>Prior to the class start date</td>
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<tr>
<td>10-19 calendar days</td>
<td>1 calendar day including the class start date</td>
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<tr>
<td>20-29 calendar days</td>
<td>2 calendar days including the class start date</td>
</tr>
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<td>30-39 calendar days</td>
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</tr>
<tr>
<td>40-49 calendar days</td>
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<tr>
<td>50-59 calendar days</td>
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</tr>
<tr>
<td>60-69 calendar days</td>
<td>6 calendar days including the class start date</td>
</tr>
<tr>
<td>70+ calendar days</td>
<td>7 calendar days including the class start date</td>
</tr>
</tbody>
</table>

*Course fees and registration processing fees will be refunded only if the student qualifies for a 100% refund. Debts owed to any MCCCD college must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Requests for exceptions to the refund policy must be filed within one year from the semester in which the course was taken.

2. Refund Policy for Non-Credit Classes

Unless otherwise specified, students must drop non-credit classes prior to the course start date to be eligible for a 100% refund. Please Note: At Rio Salado College, the 100% Refund Policy for Non-Credit Classes will follow the schedule used for credit classes shown above in the “Refund Policy for Credit Classes” section, unless otherwise specified.

3. Canceled Classes

When a class is canceled by the college, a 100% refund will be made.

4. Refund Exceptions

Students withdrawing from a college or from courses for one of the following reasons must submit a written request for a refund exception to the Admissions and Records Office/Office of Student Enrollment Services or designated college official:

A. A student with a serious illness, verifiable by a doctor’s written statement that the illness prevents the student from attending all classes for the semester. The doctor’s statement must be on file with the college before a refund can be given.

B. Serious illness or death of an immediate family member that prevents the student from attending all classes for the semester. Immediate family members include spouse/partner, father, mother, grandfather, grandmother, child, foster child, grandchild, stepchild, sibling, stepsibling, stepfather, stepmother, or spouse/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.
Refund Policy (AR 2.2.10)

D. A student in the Armed Forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided courses have not been completed.

Requests for a total withdrawal from a college or courses for one of the above reasons may result in a partial prorated refund of tuition, provided courses have not been completed. All decisions made by the college are final.

Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

Student Financial Assistance (AR 2.2.11 & Appendix S-5)

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid or Maricopa County Community College District (MCCCD) scholarships. Under Arizona law, any information the student provides about his or her legal status when applying for financial aid or publicly funded scholarships may be subject to mandatory reporting to federal immigration authorities. This does not apply to applications for the private scholarship funds held in and distributed by the Maricopa Community Colleges Foundation.

The office of financial aid may request to have the validity of a student’s high school completion evaluated if either the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. An evaluation may be conducted on the basis of any of the following:

- Alerts, bulletins, or similar communications provided by any state, federal, or other governmental agency, another institution, a professional or similar organization, or any other resource that might provide information helpful to the evaluation;
- A transcript or other record received from another institution the student may have attended;
- The contents of the student’s Free Application for Federal Student Aid, student information form, or any other information the student provides to the college;
- The independent professional judgment by any official of the office of student financial aid.

How to Apply for Federal Financial Aid

New students must complete the Free Application for Federal Student Aid (FAFSA) or FAFSA on the Web at http://www.fafsa.ed.gov/. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the Web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.
Types of Aid
Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources. The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at www.maricopa.edu/resdev/scholarships/apply.php or by calling 480-731-8400.

Distribution of Aid
Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities
Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress
Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Refunds and Repayments
In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school. For a student receiving Financial Aid, also see Appendix S-7 for Withdrawal procedures.

Verification of Information
1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in my.maricopa.edu. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student's eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.

2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student's award may be adjusted or canceled.

3. The required forms and documents a student submits for verification will be compared to the information reported on the student's FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in my.maricopa.edu. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.
### Award Amount and Level of Enrollment

Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

### Repeated Coursework and Financial Aid Enrollment Status

Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

### Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of title IV, HEA program (federal financial aid) eligibility.

### Evaluation Period

Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each semester; fall, spring and summer. Programs less than one year in length will be evaluated at the midpoint of the program. Non-standard sessions will be evaluated at the completion of the session.

### Standards of Satisfactory Academic Progress

Standards of Satisfactory Academic Progress (SAP) are evaluated on each of the three measurements outlined below. Failure to meet any of these standards will result in suspension of eligibility for financial aid.

**Note:** Grades of F, I, N, W, X, Y, Z, and courses not yet graded are considered attempted but not meeting progress standards for the purposes of financial aid.

- **Grade Point Measurement**
  
  Students must meet the following credit hour/cumulative grade point average (CGPA).

<table>
<thead>
<tr>
<th>Total Credits Attempted*</th>
<th>Min GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 15.75</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30.75</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45.75</td>
<td>1.90</td>
</tr>
<tr>
<td>46 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*for which grade points are computed.

- **Pace of Progression Measurement**

  Students must successfully complete 2/3 (66.67%) of all attempted course work.

---

**Student Financial Assistance (AR 2.2.11 & Appendix S-5)**
Student Financial Assistance (AR 2.2.11 & Appendix S-5)

- **Maximum Time Frame Measurement**
  
  Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

**Coursework Treatment in SAP Calculation**

Course work taken during the semester also included in the evaluation:
- Courses funded through a consortium agreement
- All attempted remedial credits
- Repeated course work

Course work included in the Pace of Progression evaluation:
- All of those included in the semester evaluation
- All evaluated transfer credits

Course work included in the Maximum Time Frame evaluation:
- All of those included in the Pace of Progression evaluation
- Any Associates degree or higher earned will be considered to have exhausted maximum timeframe eligibility
- All coursework forgiven through the academic renewal process

Course work not included in SAP evaluation:
- Audited courses
- Non-credit courses
- Credit by examination
- Credit for prior learning option (as outlined in the college general catalog)

**Notification**

Students that have applied for federal assistance, but who do not meet the standards, will be notified. This notification will direct students to information regarding the appeal process.

**Ineligibility Determination Appeal**

Any student who has lost financial aid eligibility due to extenuating circumstances may appeal. Appeal must:
- Be in writing and submitted to the Financial Aid Office where the student is applying for aid.
- Include the extenuating circumstances that caused the student not to meet SAP standards.
- Include appropriate supporting documentation.
- Include how that condition or situation has been resolved thus allowing the student the ability to meet SAP standards.

Students will be notified of the results of their appeal and any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary term or denial.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

**Regaining Eligibility**

A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Course work taken at other colleges will not be considered for reinstatement purposes.
Student Financial Assistance (AR 2.2.11 & Appendix S-5)

Terminology and Information Pertaining to this Policy

- **Summer Sessions** - Enrollment in any or all Summer Sessions within the same calendar year will be considered one term.
- **Non-Standard Session** - Sessions that do not follow the traditional start and end dates for the semester.
- **Attempted Credit** - Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, X, Y, or Z is received and courses not yet graded.
- **CGPA (Cumulative Grade Point Average)** - The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
- **Appeal** - "A process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for title IV, HEA program assistance."
- **Extenuating Circumstance** - Examples are: personal injury or illness, serious illness or death within the immediate family, or other circumstance beyond the reasonable control of the student.
- **Supporting Documentation** - Examples could include: an obituary notice, divorce decree, an accident report, or a letter from a physician, attorney, social services agency, etc.
- **Financial Aid Probation** - "A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated." A student in this status "may not receive title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student."
- **Academic Plan** - A plan developed through the SAP Appeal Process which will lead a student to qualify for further title IV, HEA program funds.
- **Financial Aid Suspension** - The status assigned upon failing to meet the minimum SAP standards or the terms of a probationary status. Students in this status are not eligible to receive title IV, HEA assistance.

For more information, please contact the college Financial Aid Office.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

Treatment of Title IV Aid When a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (you may contact the Financial Aid office to define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.
Treatment of Title IV Aid When a Student Withdraws

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, OR
2. the entire amount of excess funds. The school must return this amount even if it didn’t keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. You can view the tuition refund policy and requirements and procedures for withdrawing from school at www.maricopa.edu/publicstewardship/governance/adminregs/students/2_2.php

Veterans Services (AR 2.9)

The Maricopa Community Colleges’ veterans’ services offices act as liaisons with the Department of Veterans Affairs. Each program must be approved by the Department of Veterans’ Affairs. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student’s approved programs. Application forms, counseling, advisement and tutoring are available for students who are eligible for veteran’s educational benefits. Students applying for veteran’s educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Veteran’s benefits available:

- Chapter 30 - Montgomery GI Bill
- Chapter 31 - Vocational Rehabilitation (separately served through the local VA office)
- Chapter 32 - VEAP Program
- Chapter 33 – Post 9/11 GI Bill & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 - Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 - Montgomery GI Bill, Selected Reserve
- Chapter 1607 – REAP Reserve Educational Assistance Program

It is the student’s responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran’s educational benefits. Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.
Veterans Services (AR 2.9)

Academic Progress Policy for Students Receiving Veteran’s Educational Benefits

<table>
<thead>
<tr>
<th>Credit Hours for Which Grade Points are Computed at Resident Maricopa Community College (A, B, C, D, F, and Y)</th>
<th>Minimum Grade Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program be making satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards (see above) will be placed on probation for a maximum of two (2) consecutive semesters. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran’s educational benefits, contact the office that serves veterans at your campus.

Scholastic Standards

Academic Load (AR 2.3.1)

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.
Scholastic Standards

Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly.

Schedule Changes

Students may change their schedule by following the designated procedures at their college of enrollment. It is the student’s responsibility to notify the college if he/she will no longer be attending the class (see Appendix S-7 for Withdrawal Procedures).

Attendance (AR 2.3.2)

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student’s responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Appendix S-7 for Withdrawal Procedures.

1. Official Absences

A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.
2. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

Grading (AR 2.3.3)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not computed in grade point average</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>Not computed in grade point average</td>
</tr>
<tr>
<td>N</td>
<td>Audit</td>
<td>Not computed in grade point average</td>
</tr>
<tr>
<td>P*</td>
<td>Credit</td>
<td>Not computed in grade point average</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn, passing</td>
<td>Not computed in grade point average</td>
</tr>
<tr>
<td>Y</td>
<td>Withdrawn, failing</td>
<td>0</td>
</tr>
<tr>
<td>Z</td>
<td>No Credit</td>
<td>Not computed in grade point average</td>
</tr>
</tbody>
</table>

* A “P” is judged to be equivalent to a grade of C or higher.

2. Incomplete Grade

A. Students who are doing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the request is approved by the instructor, he or she shall define, in a written/electronic contract, how the course will be completed.

B. Students must complete the requirements within the time period agreed to--maximum time allowed is seven (7) months from the last date of class in which the grade of incomplete was assigned. Students who do not complete the requirements within seven (7) months will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract.
3. **Repeating a Course/Improving a Grade**

To improve a previously earned grade, students may repeat the course up to three times after the initial attempt to improve a grade. (A “W” or “Y” is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) for repeated courses will automatically be excluded from the grade point calculation. All enrollments in a course will appear on the transcript. Check individual courses and programs for exceptions.

4. **Credit/No Credit Courses (P/Z)**

   A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).

   B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See “Important Deadlines for Students”.

   C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.

   D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.

   E. It is the student's responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.

   **Advisory Note:** Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.

5. **Audit Courses**

   A. Auditors are those who enroll in a course for the sole purpose of obtaining information; they receive no credit, grades, homework, or tests. If an auditor wishes to earn credit, he or she must change from audit status to credit status within the first week. If a student wishes to audit a course for which he or she is enrolled for credit, the change must be made within the first five (5) weeks of a semester. Auditors are subject to the same attendance policies as other students and must meet the same prerequisite requirements or obtain approval of the instructor. See the fee schedule for charges. Financial aid is not available for audited courses.

   B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly and appear in the “Important Deadlines for Students”.
## Important Deadlines for Students

### 6. Important Deadlines for Students

<table>
<thead>
<tr>
<th>Class Length</th>
<th>Deadline for Students to Withdraw with Guaranteed Grade of W</th>
<th>Deadline for Students to Withdraw From a Course (Instructor Signature Required)</th>
<th>Deadline for Students to Request Complete Withdrawal</th>
<th>Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)</th>
<th>Deadline to Change from Audit Grade to Credit Grade</th>
<th>Deadline to Change from Credit Grade to Audit Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week or less (1 to 7 days)</td>
<td>1st Day of Class</td>
<td>1st Day of Class or Prior to the Last Day of Class</td>
<td>1st Day of Class or Prior to the Last Day of Class</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
</tr>
<tr>
<td>Two Weeks (8 to 14 days)</td>
<td>3rd Calendar Day</td>
<td>6th Calendar Day</td>
<td>6th Calendar Day</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
<td>3rd Calendar Day</td>
</tr>
<tr>
<td>Three Weeks (15 to 21 Days)</td>
<td>6th Calendar Day</td>
<td>12th Calendar Day</td>
<td>12th Calendar Day</td>
<td>2nd Calendar Day</td>
<td>1st Day of Class</td>
<td>5th Calendar Day</td>
</tr>
<tr>
<td>Four Weeks (22 to 26 days)</td>
<td>9th Calendar Day</td>
<td>17th Calendar Day</td>
<td>17th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>2nd Calendar Day</td>
<td>7th Calendar Day</td>
</tr>
<tr>
<td>Five Weeks (29 to 35 days)</td>
<td>12th Calendar Day</td>
<td>23rd Calendar Day</td>
<td>23rd Calendar Day</td>
<td>4th Calendar Day</td>
<td>2nd Calendar Day</td>
<td>9th Calendar Day</td>
</tr>
<tr>
<td>Six Weeks (36 to 42 days)</td>
<td>14th Calendar Day</td>
<td>29th Calendar Day</td>
<td>29th Calendar Day</td>
<td>5th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>11th Calendar Day</td>
</tr>
<tr>
<td>Seven Weeks (43 to 49 days)</td>
<td>17th Calendar Day</td>
<td>35th Calendar Day</td>
<td>35th Calendar Day</td>
<td>5th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>12th Calendar Day</td>
</tr>
<tr>
<td>Eight Weeks (50 to 56 days)</td>
<td>20th Calendar Day</td>
<td>41st Calendar Day</td>
<td>41st Calendar Day</td>
<td>6th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>15th Calendar Day</td>
</tr>
<tr>
<td>Nine Weeks (57 to 63 days)</td>
<td>23rd Calendar Day</td>
<td>46th Calendar Day</td>
<td>46th Calendar Day</td>
<td>7th Calendar Day</td>
<td>4th Calendar Day</td>
<td>17th Calendar Day</td>
</tr>
<tr>
<td>Ten Weeks (64 to 70 days)</td>
<td>26th Calendar Day</td>
<td>52nd Calendar Day</td>
<td>52nd Calendar Day</td>
<td>8th Calendar Day</td>
<td>4th Calendar Day</td>
<td>19th Calendar Day</td>
</tr>
<tr>
<td>Eleven Weeks (71 to 77 days)</td>
<td>29th Calendar Day</td>
<td>58th Calendar Day</td>
<td>58th Calendar Day</td>
<td>9th Calendar Day</td>
<td>5th Calendar Day</td>
<td>21st Calendar Day</td>
</tr>
<tr>
<td>Twelve Weeks (78 to 84 days)</td>
<td>32nd Calendar Day</td>
<td>63rd Calendar Day</td>
<td>63rd Calendar Day</td>
<td>10th Calendar Day</td>
<td>5th Calendar Day</td>
<td>23rd Calendar Day</td>
</tr>
<tr>
<td>Thirteen Weeks (85 to 91 days)</td>
<td>35th Calendar Day</td>
<td>70th Calendar Day</td>
<td>70th Calendar Day</td>
<td>10th Calendar Day</td>
<td>5th Calendar Day</td>
<td>25th Calendar Day</td>
</tr>
<tr>
<td>Fourteen Weeks (92 to 98 days)</td>
<td>38th Calendar Day</td>
<td>76th Calendar Day</td>
<td>76th Calendar Day</td>
<td>11th Calendar Day</td>
<td>6th Calendar Day</td>
<td>27th Calendar Day</td>
</tr>
<tr>
<td>Fifteen Weeks (99 to 105 days)</td>
<td>41st Calendar Day</td>
<td>82nd Calendar Day</td>
<td>82nd Calendar Day</td>
<td>12th Calendar Day</td>
<td>6th Calendar Day</td>
<td>28th Calendar Day</td>
</tr>
<tr>
<td>Sixteen Weeks or more (106 or more days)</td>
<td>End of the seventh week</td>
<td>Two weeks before the last class period</td>
<td>Two weeks before the last class period</td>
<td>Within 14 days including the first class period</td>
<td>Within first week of class</td>
<td>Within first five weeks</td>
</tr>
</tbody>
</table>

Deadlines are based on calendar days and begin with the first day of class. Deadlines that fall on a weekend or holiday advance to the next college work day.
**Academic Probation (Progress) (AR 2.3.4)**

**1. Probation**

A student will be placed on academic probation if, after completion of twelve (12) or more credit hours, the student’s cumulative grade point average is less than:

<table>
<thead>
<tr>
<th>Credit Hours for Which Grade Points are Computed at Resident Maricopa Community College (A, B, C, D, F, and Y)</th>
<th>Minimum Grade Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

(Students should also be aware that graduation requires a cumulative minimum grade point average of 2.00.)

Students on academic probation may take no more than twelve (12) credit hours per semester unless approved by the Admissions and Standards Committee.

**2. Continued Probation**

A student on academic probation who fails to raise the cumulative grade point average to the required minimum standards (see above) will be placed on continued probation and may be limited to taking six (6) credit hours. Regulations regarding continued probation do not apply to the summer session. Credit hours earned in summer sessions will be included in the cumulative grade point average.

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**Instructional Grievance Process (AR 2.3.5 & Appendix S-6)**

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 expires one year from the date the grade was issued. Steps outlining the process are available in **Appendix S-6**.

**Appendix S-6: Instructional Grievance Process**

A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing or assignments, should discuss the issue first with the faculty member involved. This conference should be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, national origin, gender, age, disability, veteran status, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.
**Instructional Grievance Process (AR 2.3.5 & Appendix S-6)**

Steps for students to follow:

1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written complaint with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written complaint must be filed within ten working days following the previous deadline. The written complaint will be given to the faculty member five days before any official meetings are convened.

2. Upon receipt of a written complaint, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a complaint which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written complaint will be made available to the faculty member.

3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/center administrative officer will meet with the student, faculty member, the College Faculty Senate President if requested by the faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.

4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.

**Note:** The appeal process for grades expires one year from the date the grade was issued.

**Withdrawal (AR 2.3.6)**

To withdraw from a course or courses from the college, students must follow approved procedures (See Appendix S-7). The Office of Admissions and Records provides information about the withdrawal process. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services.

Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

**Student and Faculty Withdrawal Procedures (Appendix S-7)**

**Student Withdrawal Procedures**

1. **Withdrawal from Specific Courses**

   A student may officially withdraw from specific courses in the following ways:

   A. Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing – not computed in the grade point average) will be assigned.
B. After the 7th week*, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing—not computed in the grade point average) or Y (withdrawn, failing—computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.

C. A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

2. Complete Withdrawal from College

Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. Withdrawals completed after this time will result in a grade of W (withdrawn, passing— not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

3. Withdrawal of Financial Aid Students

In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student’s ability to receive Financial Aid in the future at any school.

Faculty Withdrawal Procedures

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member’s attendance policy in the course syllabus (see AR 2.3.2). Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. A grade of W will be assigned through the 7th week*. After the 7th week*, a grade of W or Y will be assigned. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code.

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.
Academic Renewal (AR 2.3.7)

Students who are returning to this college after a separation of five (5) years or more from the Maricopa Community College District, may petition for academic renewal. The request must be in writing and submitted to the Admissions and Records Office/Office of Student Enrollment Services at the college where the grades were earned.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

1. Prior to petitioning for academic renewal, the student must demonstrate a renewed academic performance by earning a minimum of twelve (12) credit hours and a cumulative grade point average of 2.5 or higher within Maricopa Colleges after reenrollment.

2. Upon approval, all courses taken prior to reenrollment with a grade of “A,” “B,” “C,” “D,” “F,” and “Y” will be annotated as academic renewal on the student’s permanent record. All course work affected by academic renewal will not be computed in the grade point average. Courses with grades “A,” “B,” or “C” will have the associated credit hours counted in the total credit hours earned. Such credit will not be computed in the grade point average.

3. All course work will remain on the student’s permanent academic record, ensuring a true and accurate academic history.

4. The academic renewal policy may be used only once at each college and cannot be revoked once approved.

5. Students who have been granted Academic Renewal must also meet the Financial Aid Standards of Academic Progress if they wish to receive financial aid.

Honors Program (AR 2.3.8)

Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program and available scholarships, including the Chancellor’s, Foundation’s, and President’s Scholarships.

President’s Honor List

The President’s Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher.

Sexual Harassment Policy (AR 2.4.4 & 5.1.8-5.1.16)

Sexual Harassment Policy for Employees and Students (AR 2.4.4)

See the EEO/AA Section of the Administrative Regulations (AR 5.1.8).

Sexual Harassment Policy for Employees and Students (AR 5.1.8)

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.

Each college has designated its vice president for student affairs as Title IX Coordinator, and student complaints of sexual harassment must be reported to him or her. Sexual violence against employees is prohibited by Title VII of the Civil Rights Act of 1964. Employee complaints of sexual harassment must be reported to the District Office of Equity, Opportunity, and Engagement.
Sexual Harassment Policy (AR 2.4.4 & 5.1.8-5.1.16)

Sexual harassment is unwelcome, verbal, or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it alters working conditions and creates a hostile environment for employees, or that it unreasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any MCCCD educational program or activity. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for sexual harassment complaints. Sexual harassment by and between, employees; students; employees and students; and campus visitors and students or employees, is prohibited by this policy.

Due process is afforded any employee, student, or visitor accused of sexual harassment. On receipt of a complaint, an immediate preliminary investigation will be conducted to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If so, then a prompt, thorough, impartial investigation will be conducted by the authorized administrator. If the final decision is that sexual 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 students, employees, and visitors.

This policy is subject to constitutionally protected speech rights and principles of academic freedom. Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

Examples of Policy Violations (AR 5.1.9)

1. Make unwelcome sexual advances to another employee, student or campus visitor;
2. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
3. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
   A. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
   B. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
4. Engage in verbal or physical conduct of a sexual nature that:
   A. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
   B. Which creates an intimidating, hostile or offensive work or academic environment;
5. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
6. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);
7. Engage in other sexually harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), sexually degrading words to describe an individual, sexually offensive comments, sexually suggestive language or jokes, innuendoes, and sexually suggestive objects, books, magazines, computer software, photographs, cartoons or pictures. Other sexual misconduct may include sexual exploitation, stalking, and gender-based bullying.
8. Treat a complainant or witness of sexual harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation.
Sexual Harassment Policy (AR 2.4.4 & 5.1.8-5.1.16)

Additional Policy Violations (AR 5.1.10)
Supervisors, managers, administrators and faculty who disregard or fail to report allegations of sexual harassment (whether reported by the person who is the subject of the sexual harassment or a witness) are in violation of this policy.

Responsibility for Policy Enforcement (AR 5.1.11)
Employees and students must avoid offensive or inappropriate sexual and/or sexually harassing behavior at work or in the academic environment.
Employees and students are encouraged (but not required) to inform perceived offenders of this policy that the commentary/conduct is offensive and unwelcome.

Complaints (AR 5.1.12)

1. Employees
   Employees who experience sexual harassment at work (by a supervisor, co-employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa Community Colleges Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with his or her immediate supervisor, the employee may go directly to the Maricopa Community Colleges EEO/AA Office.

2. Students
   Students who experience sexual harassment or sexual assault in a school's education program and activities (by a faculty member, administrator, campus visitor or other student) are urged to report such conduct to the Title IX Coordinator, who is the vice president of student affairs at each college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to sexual harassment complaints.

3. General - Applicable to Both Employees and Students
   Complaints will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained in the college president's office, Office of the Vice President of Student Affairs and the MCCCD EEO/AA Office.
   The college/center/MCCCD will investigate all complaints in a prompt, thorough, and impartial manner.
   Where investigation confirms the allegations, appropriate responsive action will be taken by the college/center/MCCCD.

Confidentiality (AR 5.1.13)
Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of sexual harassment.

Violations of Law (AR 5.1.14)
An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under MCCCD policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.
**False Statements Prohibited (AR 5.1.15)**

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.

**Retaliation Prohibited (AR 5.1.16)**

Retaliation against an employee or student for filing a sexual harassment complaint, or participating in the investigation of a complaint, is strictly prohibited. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

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**Discrimination Complaint Procedures for Students**

This procedure provides a means for resolving complaints by students who believe they have been adversely affected by illegal or prohibited discrimination by the Maricopa County Community College District (MCCCD), a member college or center, or their students or employees.

Complaints may be brought under this procedure for discrimination based on race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information. The entire college community should act promptly upon receipt of an allegation of conduct that might constitute discrimination. Any member of the college community should refer a person who might be a victim of such conduct to these procedures, as well as to the college officials responsible for conducting an investigation pursuant to these procedures.

Students who believe they are experiencing sexual harassment may utilize the Report process (as described below) in addition to the Informal and Formal Resolution processes. If a student has been a victim of sexual assault, a complaint may also be filed with College Public Safety (CPS).

All deadlines prescribed for Report, Informal Resolution and Formal Resolution processes may be extended by the Vice President of Student Affairs for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the parties. Notwithstanding any deadline extension, college officials should take all necessary steps to ensure prompt and equitable resolution of any complaint of discrimination.

Information related to MCCCD’s Discrimination Complaint Procedure for Students is also available from the Office of General Counsel’s Office of Public Stewardship at 480-731-8880.

**Informal Resolution of Discrimination Complaints**

Before filing a formal complaint under this procedure, a student may attempt to resolve the problem through informal discussions with the person claimed to have engaged in discriminatory conduct and that person’s supervisor or department head. The student may choose to ask the Vice President of Student Affairs to assist in the informal resolution process. The Vice President of Student Affairs may designate an employee to provide such assistance. The Vice President of Student Affairs may modify or reject an informal resolution of a complaint of discriminatory conduct under this process if, in the judgment of the Vice President, the resolution that is proposed is not in the best interests of both the student and the institution. The Vice President shall take such action no later than fifteen (15) calendar days after receiving notice of the informal resolution.

Attempts to informally resolve alleged discrimination should occur within ninety (90) calendar days of the most recent alleged discriminatory act. The college official responsible for this informal resolution process should ensure that the process is concluded promptly. For complaints dealing with alleged discrimination beyond the 90-day timeframe, a student must submit a written complaint under the formal resolution procedure of this policy.

If the complaint cannot be informally resolved to the satisfaction of the complainant, the complainant has the right to file a written complaint within 300 days of the most recent alleged discriminatory act and to proceed under formal resolution procedures.
Discrimination Complaint Procedures for Students

Formal Resolution of Discrimination Complaints

A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Vice President of Student Affairs at each respective college or center. The Vice President of Student Affairs will accept complaint filings within 300 calendar days of the most recent occurrence of the alleged discriminatory act.

A complaint must be signed by the student and filed on the form prescribed by the Office of General Counsel. A student may also contact the Office of General Counsel to obtain the name and phone number of the college or center official designated to respond to discrimination complaints.

The complaint must identify the action, decision, conduct, or other basis that constituted an alleged act or practice of unlawful or MCCCD-prohibited discrimination. The complaint must also allege that the action, decision, or occurrence was taken or based on the complainant's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, physical or mental disability, veteran status, genetic information, or any other unlawful discriminatory grounds.

Upon receipt of a complaint, the Vice President of Student Affairs will notify the college president or provost and the Office of General Counsel. The Office of General Counsel will assign a case number to the complaint. A copy of the complaint will be shared with the respondent within five (5) working days of receipt by the Vice President of Student Affairs. Respondent will be put on notice that retaliation against the complainant or potential witnesses will not be tolerated and that an investigation will be conducted.

Respondent must provide a written response to the complaint within fifteen (15) calendar days of his or her receipt of the complaint.

After accepting a complaint, the Vice President of Student Affairs will designate a complaint investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response), and interviews with appropriate employees and students. The Vice President of Student Affairs may serve as complaint investigator. The complaint investigator shall promptly complete the investigation and deliver to the Vice President of Student Affairs the investigator’s written findings and the results of the investigation, including summaries of all interviews and all documents received as part of the investigation. In no event shall this occur later than ninety (90) calendar days following receipt of the complaint. Within ten (10) working days following receipt of the results of the investigation from the complaint investigator, the Vice President of Student Affairs will submit to the President or Provost the investigator’s written findings and the Vice President’s recommendations as to the disposition of the complaint.

The president or provost will accept, reject, or modify the recommendations and will provide a written notification of his or her action to the complainant and respondent within fifteen (15) calendar days of receiving the written findings and recommendations from the Vice President of Student Affairs.

When the investigation confirms the allegations, appropriate corrective action will be taken. Evidence which is collateral to the allegations of discrimination and/or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures. Both complainant and respondent receive notice of the outcome. The institution will take appropriate steps to prevent further occurrences.
Discrimination Complaint Procedures for Students

MCCCD Administrative Review Process

Request for Reconsideration

A complainant or respondent who is not satisfied with the decision of the president or provost has ten (10) working days to request, in writing, administrative review of the decision by his or her college president or provost. The request for administrative review must state specific reasons why the complainant or respondent believes the finding was improper. The president or provost will review the results of the investigation and written findings and respond to the request within ten (10) working days from receipt of the request. If the president or provost determines that the decision is not supported by the evidence, the case file will be reopened and assigned for further investigation. If the president or provost determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will deny the request for administrative review. At this point, the complainant has exhausted the Internal Discrimination Complaint Procedure.

Complaint Process

Faculty, staff and all other college officials should refer any student seeking to make a complaint of discrimination to the Vice President of Student Affairs. Every student complaint of discrimination shall be investigated under the authority of the Vice President of Student Affairs in accordance with these Procedures. The Vice President of Student Affairs and any complaint investigator who participates in a complaint resolution pursuant to these Procedures shall administer every resolution process in an impartial manner, and shall fully consider all facts discovered in the course of any investigation before a resolution is reached. Each party in any complaint resolution shall have full opportunity to present all information and documentation the party feels is germane to the complaint. At no time shall a student who has made an allegation of discrimination under these Procedures be asked or required in any way by a college official to engage in any direct confrontation with any person alleged to have committed an act of discrimination. The Vice President shall ensure that every effort is made to obtain information from each witness to every act of alleged discrimination or from any other person possessed of information that is relevant and material to the complaint resolution. The Vice President of Student Affairs shall ensure that all appropriate corrective action that is warranted as a result of any complaint resolution will be taken, and shall employ best efforts to ensure that the college prevents recurrence of discrimination in the future.

Maintenance of Documentation

Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.

Right to Assistance

A complainant or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under this Internal Discrimination Complaint Procedure. Such person may attend any investigative interview and advise the complainant or respondent but shall not otherwise participate in the interview. The complaint investigator shall direct communications directly to the complainant and respondent, and not through such individual's attorney or other person providing assistance.

Confidentiality of Proceedings

Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.
Discrimination Complaint Procedures for Students

Retaliati**n Prohibited**

Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action.

False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline.

Filing a Report of Sexual Harassment

A student who believes that he or she is, or has been, the victim of sexual harassment as prohibited by MCCCD policy may Report (either orally or in writing) the harassment to the Vice President of Student Affairs at each college or center. The Report should be made within 180 calendar days of the most recent alleged incident of sexual harassment. A student who is or has been the victim of a sexual assault, or witness to a sexual assault on campus, may also report the incident to College Public Safety (CPS). In this case, the Title IX Coordinator and College Public Safety will each conduct an investigation, sharing information as appropriate.

Upon receipt of the Report, the Title IX Coordinator will have a meeting with the alleged harasser. The meeting shall include: identifying the behavior as described in the Report, alerting the alleged harasser to the perception of the impact of his or her behavior, providing the individual with a copy of the MCCCD Sexual Harassment Policy, encouraging completion of the Office of General Counsel’s Sexual Harassment Online Tutorial, and encouraging greater awareness of behaviors that may lead to perceptions of sexual harassment. Neither the Report nor the meeting with the alleged harasser shall in any way constitute a finding of sexual harassment. The name of the complainant shall not be identified to the respondent during the Report process; however, complainants should be aware that they may be called as witnesses in subsequent disciplinary or due process proceedings, as well as in litigation. The meeting with the alleged harasser must be conducted within ten (10) working days of receipt of the Report.

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
Emissions Control Compliance (AR 2.4.6)

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.

Petition Signature Solicitation (AR 2.4.8)

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.

Use of Campus Grounds by Non-MCCCD-Affiliated Users (AR 2.4.9)

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 campus grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of campus buildings 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.
Use of Campus Grounds by Non-MCCCD-Affiliated Users (AR 2.4.9)

Camping is not permitted anywhere on the campuses. Camping is defined as the use of campus 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 Campus 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 Campus 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 Campus 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 Campus 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 Campus 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 campus 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 MCCCD as an additional insured for the anticipated use date.
Use of Campus Grounds by Non-MCCCD-Affiliated Users (AR 2.4.9)

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 Campus 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 approved request form, 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 campus is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.
5. Commercial advertising or activities.

Criteria:
1. Capacity of campus grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of Campus Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies: This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of Campus Grounds regulation can be found in Appendix S-15.

Children on Campus (AR 2.4.10)

- 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.
Crime Awareness and Campus Security Act (AR 2.4.11)

Crime Awareness and Campus Security Act (AR 2.4.11)

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.

Workplace Violence Prevention (AR 2.4.12)

It is the policy of the Maricopa Community Colleges to promote a safe environment for its employees, students, and visitors. The Maricopa Community Colleges are committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior. Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities will not be tolerated, and it is the responsibility of all members of the Maricopa Community Colleges to report any occurrence of such conduct. Every employee, student and visitor on Maricopa Community College District property is encouraged to report threats or acts of physical violence of which he/she is aware. All reports will be taken seriously and will be dealt with appropriately. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the Maricopa Community Colleges. 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.

Student Right To Know (AR 2.4.13)

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.

Copyright Act Compliance (AR 2.4.5)

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.

Copyright Regulation (AR 3.2)

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.
Copyright Act Compliance (AR 2.4.5)

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.

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.”
Copyright Act Compliance (AR 2.4.5)

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.

To learn more about copyright, click “Intellectual Property.” While you’re there, you should read the Maricopa Community Colleges’ Copyright Guidelines. You should also review the complete text of the Computing Resource Standards that can be found under the "Information Technology" link. The Standards also appear in college catalogs and student handbooks.

Taping of Faculty Lectures (AR 3.4)

MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (audio/visual) their classes. Each faculty member shall inform his/her students within the first week of classes to his/her policy with regard to taping. Failure to do so will accord students the right to tape lectures. Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation to remedy this inability. Accommodation may require a faculty member to exempt a student from his/her taping policy.
Technology Resource Standards (AR 4.4)

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 regulation establishes 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 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 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 Maricopa'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. A 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, local 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 (AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of Maricopa’s technology resources:

1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts
2. Unauthorized attempts to monitor another user’s password protected data or electronic communication, or delete another user’s password protected data, electronic communications or software, without that person's permission
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software
Technology Resource Standards (AR 4.4)

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 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 email 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 record 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 Services 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."
Policies & Procedures

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.

Hazing Prevention Regulation (AR 2.6)

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 Maricopa Community Colleges’ community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with the Maricopa Community Colleges is prohibited.
2. “Hazing” is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCC collge 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 Maricopa Community Colleges; 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 Maricopa Community Colleges Hazing Prevention Regulation.

7. Hazing activities and situations include, but are not limited to, the following:
   A. Pre-pledging, illegal pledging or underground activities.
   B. Acts of mental and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
   C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
   D. Encouraging or forcing use of alcohol or drugs.
   E. Any type of student club/organization scavenger hunt, quest, road trip or 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 Maricopa Community Colleges policies, and local and state laws. Alleged violations of the Maricopa Community Colleges 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.
Hazing Prevention Regulation (AR 2.6)

9. Alleged violations of the Maricopa Community Colleges 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 Maricopa Community Colleges policies, and local and state laws. Any Maricopa Community Colleges faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and Maricopa Community Colleges 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’ office.
   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 Maricopa Community Colleges hazing prevention regulation is not intended to prohibit or sanction the following conduct:
   A. Customary athletic events, contests or competitions that are sponsored by any of the Maricopa Community Colleges.
   B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.

13. For the purposes of the Maricopa Community Colleges hazing prevention regulation: “Organization” is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with Maricopa Community Colleges, whose membership consists primarily of students enrolled at Maricopa Community Colleges and that may also be classroom-related or co-curricular in nature.
Abuse-Free Environment (AR 2.4.7)

Abuse-Free Environment (AR 2.4.7)

See also the Auxiliary Services Section (4.12) Smoke-Free/Tobacco-Free Environment and the Appendices/ Student Section (S-16) 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.

This policy statement has been constructed on the belief that higher education has a responsibility to face safety and health factors of substance abuse/misuse issues forthrightly and innovatively. We believe that the community college needs to adapt programs applicable to their community as well as to our individual student's needs. The policy statements should be comprehensive, understood by those expected to comply, realistic and enforceable, consistently applied, and cover foreseeable dangers.

Construction of this statement has been founded on concerns of individual safety, educational quality, and legal liability. It is recognized that each individual is responsible for his/her actions and must be afforded an opportunity to develop knowledge, skills and talent, and be willing to share community responsibilities. The Maricopa Community College District has an equal “duty to care” responsibility and a commitment to substance abuse/misuse education for all students and employees.

The Maricopa Community College District shall:

A. Visibly demonstrate a performance of the Maricopa Community College District “duty to care”.
B. Comply with requirements for federal funds.
C. Describe what the college does about substance abuse/misuse (alcohol, drugs, anabolic steroids).
D. Inform/educate members of the academic community of adverse effects of these substances.
E. Inform/educate the academic community about the policies concerning substance misuse and abuse.
F. Discourage illegal drug abuse and legal substance misuse.
G. Provide individual and group counseling.
H. Provide assistance and guidance to obtain treatment and rehabilitation of any identified problem.

To achieve these objectives, the program must provide an environment capable of:

A. Developing and implementing substance misuse/abuse prevention programs.
B. Providing educational training and prevention programs for the college and community it serves.
C. Providing timely and accurate information dissemination.
D. Establishing supportive counseling programs as needed.
E. Establishing a strong on-going evaluation of services.
F. Providing assistance to obtain treatment and rehabilitation of substance abuse/misuse.
G. Clarifying the college regulations for control of alcohol and drug use.
H. Providing procedures that the college will follow to correct and stabilize emergency situations.

Each college will identify key people to provide emergency services and to contact and work with outside agencies.
Abuse-Free Environment (AR 2.4.7)

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.

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.

2. Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol

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. Based upon that concern, it is intended that this program on prevention of alcohol and drug abuse on college campuses will go beyond the strict dictates of the law and will serve as a comprehensive educational and resource tool.

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. Part of the educational mission of the Maricopa Community Colleges, in conjunction with this program, is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse.

The purpose of this program is to:

i. Ensure that the Maricopa Community Colleges working and learning environment for students and the public is safe, orderly and free of illegal activity.

ii. Comply with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.

iii. Provide students with access to appropriate treatment and rehabilitation assistance for problems associated with substance use or abuse.

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.
Abuse-Free Environment (AR 2.4.7)

D. Legal Consequences of Alcohol and Other Drugs

i. Laws Governing Alcohol

The State of Arizona sets twenty-one as the “legal drinking age”. An underage person who buys, receives, possesses or consumes alcoholic beverages is guilty of a misdemeanor and may be subject to a fine and imprisonment for up to six months.

Arizona Revised Statutes, Title 28, Chapter 4, Article 3 prohibit driving while under the influence of intoxicating liquor or drugs (DWI). Drivers arrested for a DWI who refuse to be tested face suspension of their licenses or permits to drive for twelve months. A driver whose test results show a blood or breath alcohol concentration of 0.08 or more will, on conviction for a first offense, be sentenced to no less than ten days in jail, pay a fine of not less than $250, pay an additional assessment of $1,000, and may be required to perform community restitution and equip his or her vehicle with a certified ignition interlock device. On conviction of a second offense within 84 months, the person shall have his/her driving privilege revoked for one year.

Additionally, this person shall be sentenced to not less than 90 days in jail, pay a fine of not less than $500, pay an assessment of $2,500, and shall be ordered to perform at least 30 hours of community restitution. Additionally, the person may be required to equip his or her vehicle with a certified ignition interlock device for up to twelve months starting on the date that his or her driving privileges are restored.

ii. Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

First conviction: Up to one year imprisonment and fined at least $1,000 but not more than $100,000, or both. (21 United States Code §844)

After one prior drug conviction: At least fifteen days in prison, not to exceed two years and fined at least $2,500 but not more than $250,000, or both. (21 United States Code §844)

After two or more prior drug convictions: At least ninety days in prison, not to exceed three years and fined at least $5,000 but not more than $250,000, or both. (21 United States Code §844)

Special sentencing provisions for possession of crack cocaine (21 United States Code §844): Mandatory at least five years in prison, not to exceed twenty years and fined up to $250,000, or both, if:

1. First conviction and the amount of crack possessed exceeds five grams.
2. Second conviction and the amount of crack possessed exceeds three grams.
3. Third or subsequent crack conviction and the amount of crack possessed exceeds one gram.

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one year imprisonment. (See special sentencing provisions re: crack) (21 United States Code §853)

Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance. (21 United States Code §§853 and 881(a)(4))

Civil fine of up to $10,000 (pending adoption of final regulations). (21 United States Code §884(a))

Denial of Federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to one year for first offense, up to five years for second and subsequent offenses. (21 United States Code §862)

Ineligible to receive or purchase a firearm. (21 United States Code §922(g))

Miscellaneous: Revocation of certain Federal licenses and benefits, e.g. pilot licenses, public housing tenancy, etc., are vested within the authorities of individual Federal agencies.

Note: These are only some of the Federal penalties and sanctions.
 Abuse-Free Environment (AR 2.4.7)  

iii. State Penalties and Sanctions

Title Thirteen, Chapter 34 of the Arizona Revised Statutes lists drug offenses and their penalties. Following is list of drugs that are frequently misused with a description of the potential penalties attached to a conviction.

1. Marijuana: A first offense for possession or use of marijuana in an amount of less than two pounds constitutes a class 6 felony and carries a possible prison term of one year and a fine of not less than $750. The sale of marijuana in an amount of less than two pounds constitutes a class 3 felony and carries a prison sentence of three and one-half years and a fine of not less than $750. There are other possible penalties as well. (ARS §13-3405)

2. LSD and Methamphetamine: Possession, use and sale are felonies carrying sentences from four to five years and fines of not less than $1,000. There are other possible penalties as well, including a presumptive sentence of ten years for the sale of methamphetamine. (ARS §13-3407)

3. Heroin and Cocaine: Possession, use and sale are felonies carrying sentences up to five years and a fine of not less than $2,000. There are other possible penalties as well. (ARS §13-3408)

3. Use of Alcoholic Beverages (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 8.

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 3 and 7.

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 5. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.
Abuse-Free Environment (AR 2.4.7)

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. 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 4 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 6. 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 5. Any student serving those beverages must, by law, be 19 years or older.

G. Third-Party Event

The Maricopa County Community College District foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona’s alcoholic beverages laws. Additionally, they must comply with the following steps:

i. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;

ii. The entity completes the form available at AS-7 - Request to Serve Beer and Wine - Third Party. 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;
Abuse-Free Environment (AR 2.4.7)

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.
Abuse-Free Environment (AR 2.4.7)

4. 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 a 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.

Smoke-Free/Tobacco-Free Environment (AR 4.12)

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 & 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.
Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Proposition 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.

Disability Resources & Services - Eligibility for Accommodations & Required Disability Documentation (AR 2.8.1)

Purpose
To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate accommodations through each college’s Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements
DRS applicants must be admitted or enrolled as an MCCCD student, and must provide the Disability Resources and Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to receiving any accommodation.

Who is Eligible for Services?
To be eligible for DRS support services, a student must have a disability as it is defined by Federal Law (Section 504 of the 1973 Rehabilitation Act, The Americans with Disabilities Act of 1990 (ADA), and The Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).

Definitions:
- Disability: A disability is any physical or mental condition which causes substantial limitation to the ability to perform one or more major life activities.
Disability Resources & Services - Eligibility for Accommodations & Required Disability Documentation (AR 2.8.1)

- **Reasonable Accommodation:** Reasonable accommodation is the provision of an auxiliary aid or modification to the course or program which will allow access to the job duties, the educational process, program and degree, or activity. The ADA requires an institution of higher education to provide reasonable accommodations to a qualified individual with a disability provided that accommodation does not:
  - Fundamentally alter the basic nature or essential elements of a course, program, or activity
  - Pose a health or safety risk to others; the student may choose to assume risk to self
  - Substantially adversely affect the manner in which the course is taught
  - Create an undue financial or administrative burden on the institution

**Documentation can be transferred within MCCCD for current consideration for eligibility.**

**Determination made by another institution or organization does not guarantee eligibility.**

**Special Considerations**

The DRS office is responsible for evaluating documentation and determining accommodation eligibility. All situations shall be considered on an individual, case-by-case basis. DRS may exercise its right to require additional documentation.

Reasonable accommodation is required for students with known disabilities. MCCCD is not required to provide “best” or “most desired” accommodations but rather a reasonable accommodation sufficient to meet accessibility needs. Ideally, the reasonable accommodations should be the product of an interactive exchange with the student, DRS office, and instructors.

**Documentation Guidelines**

Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- Current level of functioning
  - current documentation
  - all standardized testing must use adult-normed instruments
  - age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- How the disability impacts the student's learning
- Contain information supportive of the student's request for specific academic support, auxiliary aids, and accommodations

**Specific Eligibility Requirements**

1. **Physical Disabilities**

   **A. Required Documentation**

   Submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists).

   Disability diagnosis categories include, but not limited to:
   i. Orthopedic Disability
   ii. Blind or Visual Impairment
   iii. Deaf or Hard-of-Hearing
iv. Traumatic Brain Injury
v. Other Health-Related/Systemic Disabilities

B. Diagnostic Report

The Written Diagnostic Report Must Include:

i. A clear disability diagnosis, history and the date of diagnosis.

ii. A description of any medical and/or behavioral symptoms associated with the disability.

iii. Medications, dosage, frequency, and any adverse side effects attributable to use.


v. A recommendation for accommodation(s).

2. Specific Learning Disabilities

A. Required Documentation

Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho educational evaluations using adult normed instruments.

The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An Appropriate Psycho Educational Evaluation Must Include Comprehensive Measures in Each of the Following Areas:

i. **Aptitude**: evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.

   Examples of Measures (including but not limited to):
   1. Wechsler Adult Intelligence Scale (WAIS-R)
   2. Stanford Binet Intelligence Scale
   3. Woodcock-Johnson Psycho-Educational Battery
   4. Kaufman Adolescent And Adult Intelligence Test

ii. **Academic Achievement**: evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant areas(s).

   Examples of Achievement (including but not limited to):
   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

iii. **Information Processing**: evaluation should assess specific information processing areas such as short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.
Disability Resources & Services - Eligibility for Accommodations & Required Disability Documentation (AR 2.8.1)

Examples of Achievement (including but not limited to):
1. Wechsler Individual Achievement Tests (WIAT)
2. Woodcock-Johnson Psycho-Educational Battery
3. Stanford Test of Academic Skills (TASK)
4. Scholastic Abilities Test for Adults (SATA)

B. Diagnostic Report
The diagnostic report must include the following information:

i. A diagnostic interview that addresses relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

ii. A list of all instruments used in the test battery.

iii. Discussion of test behavior and specific test results.

iv. A diagnostic summary or statement with the following information:
   1. DSM-IV, including all five axes.
   2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as “appears,” “suggests,” or “probable” used in the diagnostic summary statement do not support a conclusive diagnosis.
   3. A clear statement specifying the substantial limitations to one or more major life activities.
   4. A psychometric summary of scores.
   5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized education plans (IEPS) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)

A. Required Documentation
Submit a current diagnosis of Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD) that is based on appropriate diagnostic evaluations.

B. Diagnostic Report
Acceptable documentation must include:

i. DSM-IV diagnosis (including all five axes)

ii. A summary or statement which includes the following information:
   1. A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.
   2. A recommendation for accommodations, including rationale.
Disability Resources & Services - Eligibility for Accommodations & Required Disability Documentation (AR 2.8.1)

4. Psychological/Psychiatric Disabilities

A. Required Documentation
Disability diagnosis categories may include, but are not limited to:
   i. Depression and/or bipolar disorder
   ii. Generalized anxiety disorders
   iii. Post traumatic stress disorder
   iv. Psychotic disorders
   v. Autism spectrum disorder

B. Diagnostic Report
If the diagnostic report is not current, a letter from a qualified professional that provides an update of the diagnosis may be requested.

Diagnostic Report Must Include the Following:
   i. DSM-IV diagnosis including all five axes.
   ii. A diagnostic summary or statement that includes the following:
      1. A clear summary or statement that a disability does or does not exist.
      2. A clear summary or statement specifying evidence of behavior that significantly impairs functioning including degree of severity.
      3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders

A. Required Documentation
Disorders of the central and peripheral nervous system, including but not limited to:
   i. Acquired brain injury/traumatic brain injury
   ii. Epilepsy/seizure disorder
   iii. Stroke

B. Diagnostic Report
Written statement of Diagnosis:
   i. Current functional limitations.
   ii. Information regarding current symptoms.
   iii. Information regarding prescribed medication(s) and possible side effect and impact on student academic performance.
   iv. Restrictions on activities imposed by the condition.
   v. Where learning has been affected, a recent neuro-psychological evaluation is requested.
Disability Resources & Services - Eligibility for Accommodations & Required Disability Documentation (AR 2.8.1)

6. Temporary Disabling Conditions

A. Required Documentation

Temporary disabling conditions as a result of surgery, accident, or serious illness may require accommodations for a limited time. Acceptable documentation must include:

i. Written statement of diagnosis.
ii. List of current symptoms and degree of severity.
iii. Information regarding functional limitations and impact within an academic environment.
iv. Medications and possible side effects.
v. Duration of symptoms and estimated length of time services will be needed.

Eligibility of Students Taking Reduced Course Loads (AR 2.8.2)

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.
Disability Resources & Services - Eligibility for Accommodations & Required Disability Documentation (AR 2.8.1)

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.

Academic Misconduct (AR 2.3.11)

1. Definitions

   A. Academic Misconduct - includes misconduct associated with the classroom, laboratory or clinical learning process. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, excessive absences, use of abusive or profane language, and disruptive and/or threatening behavior.

   B. Cheating - includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (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; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

   C. Plagiarism - includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.

2. Sanctions

   Any student found by a faculty member to have committed academic misconduct maybe subject to the following sanctions: (Note: sanctions A, B, C, and D may be imposed by a faculty member. The faculty member may recommend to the department chairperson and the appropriate vice president of academic affairs or designee that sanctions E, F, or G be imposed. College suspension or expulsion will be imposed only by the appropriate vice president of academic affairs or designee.)


**Academic Misconduct (AR 2.3.11)**

A. Warning - A notice in writing to the student that the student has violated the academic code.
B. Grade Adjustment - Lowering of a score on a test or assignment.
C. Discretionary Sanctions - Additional academic assignments determined by the faculty member.
D. Course Failure - Failure of a student from a course where academic misconduct occurs.
E. 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.
F. 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.)
G. 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.)

3. **Appeal of Sanctions for Academic Misconduct**

   Students can appeal sanctions imposed for academic misconduct by following the instructional grievance process. (AR 2.3.5; Appendix S-6)

**Non-Instructional Complaint Resolution Process (AR 2.3.12 & Appendix S-8)**

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 appropriate college/center dean and/or associate dean, 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.
Disciplinary Standards (AR 2.5.1)

1. Disciplinary Probation and Suspension

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa Community Colleges are vested in the District Governing Board. The Governing Board and its agents—the chancellor, administration and faculty—are granted broad legal authority to regulate student life subject to basic standards of reasonableness.

In developing responsible student conduct, the Maricopa Community Colleges prefer mediation, guidance, admonition and example. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed.

Misconduct for which students are subject to disciplinary action falls into the general areas of:

A. Cheating on an examination, assessment tests, laboratory work, written work (plagiarism), falsifying, forging or altering college records.
B. Actions or verbal statements which threaten the personal safety of any faculty, staff, students, or others lawfully assembled on the campus, or any conduct which is harmful, obstructive, disruptive to, or interferes with the educational process or institutional functions.
C. Violation of Arizona statutes, and/or college regulations and policies.
D. Use of college computer resources such as the Internet in violation of Technology Resource Standards (AR 4.4) which may result in notification of law enforcement authorities.

2. Disciplinary Removal from Class

A faculty member may remove a student from class meetings for disciplinary reasons. If an instructor removes a student for more than one class period, the faculty member shall notify the department/division chair and the appropriate vice president or designee in writing of the problem, action taken by the faculty member, and the faculty member’s recommendation. If a resolution of the problem is not reached between the faculty member and the student, the student may be removed permanently pursuant to due process procedures.

Student Conduct Code (AR 2.5.2)

The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. “Accused student” means any student accused of violating this Student Conduct Code.
2. “Appellate boards” means any person or persons authorized by the college president to consider an appeal from a Student Conduct Board’s determination that a student has violated this Student Conduct Code or from the sanctions imposed by the Student Conduct Administrator. The college president may act as the appellate board.
3. “College” means a Maricopa Community College or center.
4. “College premises” means all land, buildings, facilities and other property in the possession of or owned, used or controlled by the college or District.
5. “College official” means any person employed by the college or District, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college or center official to be responsible for the administration of the Student Conduct Code.
Student Conduct Code (AR 2.5.2)

6. “Complainant” means any person who submits a charge alleging that a student violated this Student Conduct Code. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Student Conduct Code as are provided to the complainant, even if another member of the college community submitted the charge itself.

7. “Day” means calendar day at a time when college is in session, and shall exclude weekends and holidays.

8. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.

9. “District” means the Maricopa County Community College District.

10. “Faculty member” means any person hired by the college or District to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of faculty.

11. “May” is used in the permissive sense.

12. “Member of the college community” means any person who is a student, faculty member, college official or any other person employed by the college or center. A person’s status in a particular situation shall be determined by the college president.

13. “Organization” means any number of persons who have complied with the formal requirements for college recognition.

14. “Policy” is defined as the written regulations of the college and/or District as found in, but not limited to, this Student Conduct Code and Governing Board policy.

15. “Shall” is used in the imperative sense.

16. “Student” means any person taking courses at the college whether full-time or part-time. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the college are considered “students”.

17. “Student Conduct Administrator” means a college official authorized on a case by case basis by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code. A Student Conduct Administrator may serve simultaneously as a Student Conduct Administrator and the sole member or one of the members of a Student Conduct Board. The college official responsible for administration of the Student Conduct Code may authorize the same Student Conduct Administrator to impose sanctions in all cases.

18. “Student Conduct Board” means any person or persons authorized by the college president to determine whether a student has violated this Student Conduct Code and to recommend sanctions that may be imposed when a violation has been committed.

19. “Threatening behavior” means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional or future basis.

Article II: Judicial Authority

1. The college official responsible for administration of the Student Conduct Code shall determine the composition of Student Conduct Board and determine which Student Conduct Administrator, Student Conduct Board, and appellate board shall be authorized to hear each case.

2. The college official responsible for administration of the Student Conduct Code shall develop procedures for the administration of the judicial program and rules for the conduct of hearings that are consistent with provisions of this Student Conduct Code.

3. Decisions made by a Student Conduct Board and/or Student Conduct Administrator shall be final, pending the normal appeal process.
Student Conduct Code (AR 2.5.2)

Article III: Prohibited Conduct

1. Jurisdiction of the College

The Student Conduct Code shall apply to conduct that occurs on college or District premises, or at college- or District-sponsored activities that adversely affects the college community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of admission through the actual awarding of a degree, certificate, or similar indicator of completion of a course of study, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Student Conduct Code shall apply to a student’s conduct even if the student withdraws from school while a disciplinary matter is pending.

2. Temporary Removal of Student

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member’s appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. If the student refuses to leave after being requested to do so, college safety may be summoned. For involuntary removal from more than one class period, the faculty member should invoke the procedures prescribed in the Student Conduct Code.

3. Conduct - Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:
   i. Furnishing false information to any college official or office.
   ii. Forgery, alteration or misuse of any college document, record or instrument of identification.
   iii. Tampering with the election of any college-recognized student organization.

B. Obstruction of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities, when the conduct occurs on college premises a faculty member may remove a student from a class meeting for disciplinary reasons. If a faculty member removes a student for more than one class period, the faculty member shall notify the college official responsible for administration of the Student Conduct Code in writing of the problem, action taken by the faculty member, and the faculty member’s recommendation. If a resolution of the problem is not reached, the student may be removed permanently pursuant to appropriate due process procedures.

C. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, conduct which threatens or endangers the health or safety of any person, and/or disruptive behavior as defined in Article II.2. above.

D. Attempted or actual theft of and/or damage to property of the college or property of a member of the college community or other personal or public property.

E. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

F. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.
G. Violation of any college or District policy, rule or regulation published in hard copy such as a college catalog, handbook, etc. or available electronically on the college's or District's website.

H. Violation of federal, state or local law.

I. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law.

J. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.

K. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage.

L. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.

M. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.

N. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or District premises without his/her prior knowledge, or without his/her effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.

O. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:

   i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose

   ii. Unauthorized transfer of a file

   iii. Unauthorized use of another individual's identification and/or password

   iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official

   v. Use of technology facilities or resources to send obscene or abusive messages

   vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network

   vii. Use of technology facilities or resources in violation of copyright laws

   viii. Any violation of the District's technology resource standards

   ix. Use of technology facilities or resources to illegally download files

P. Abuse of the Student Conduct system, including but not limited to:

   i. Falsification, distortion or misrepresentation of information before a Student Conduct Board.

   ii. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.

   iii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses

   iv. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system

   v. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct Board proceeding
vi. Harassment, either verbal or physical, and/or intimidation of a member of a Student Conduct Board prior to, during and/or after a Student Conduct Board proceeding
vii. Failure to comply with the sanctions imposed under this Student Conduct Code
viii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
ix. Failure to obey the notice from a Student Conduct Board or college official to appear for a meeting or hearing as part of the Student Conduct system.

Q. Engaging in irresponsible social conduct.
R. Attempt to bribe a college or District employee.
S. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two or more occasions over a period of time and such conduct would cause a reasonable person to fear for his or her safety.

4. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending of civil or criminal litigation. Proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise off campus authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Article IV: Student Conduct Code Procedures

1. Charges and Student Conduct Board Hearings

A. Any member of the college community may file charges against a student for violations of this Student Conduct Code. A charge shall be prepared in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place, preferably within thirty (30) days following the incident. Misconduct charges of a sexual nature, including sexual harassment and sexual assault, should be sent to the vice president of student affairs who is the designated Title IX Coordinator at each MCCCD college. Title IX protects students from sexual misconduct and other forms of discrimination in connection with all academic, extracurricular, athletic, and other programs sponsored by the college at any college facility or other location. The Title IX Coordinator (or designee) will conduct an investigation that is prompt, thorough, and impartial according to the MCCCD sexual harassment complaint process.

B. The Student Conduct Administrator may conduct a prompt, thorough, and impartial investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the charges are not
admitted and/or cannot be disposed of by mutual consent, the Student Conduct Administrator will convene the student conduct board. If the student admits violating institutional rules, but sanctions are not agreed to, the hearing shall be limited to determining the appropriate sanction(s).

C. All charges shall be presented to the accused student in written form. The student conduct administrator will provide written notice of the time, date, and location of the student conduct hearing. The notice will describe the evidence of alleged misconduct, the code provisions violated, and the possible sanctions. The student conduct hearing notice, plus a copy of this code, shall be provided to the student accused of misconduct no less than five (5) workdays before the hearing date. The hearing will be held no more than fifteen (15) workdays after the student has been notified unless the student conduct administrator extends the deadline for good cause in his or her sole discretion.

D. Hearings shall be conducted by a Student Conduct Board according to the following guidelines, except as provided by Article IV 1.G below:

i. Student Conduct Board hearings normally shall be conducted in private.

ii. The complainant, accused student and their advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board hearing at which information is received (excluding deliberations). Admission of any person to the hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.

iii. In Student Conduct Board hearings involving more than one accused student, the Student Conduct Administrator, in his or her discretion, may permit the Student Conduct Board hearing concerning each student to be conducted either separately or jointly.

iv. The complainant and the accused shall have the right to be assisted by any advisor they choose, at their own expense. A party who elects to be assisted by an advisor must notify the student conduct administrator of the name and contact information of the advisor not less than two (2) days before the scheduled hearing. The advisor must be a member of the college community and may not be an attorney. Both the complainant and the accused are responsible for presenting their own information and, therefore, advisors are not permitted to speak or participate directly in any Student Conduct Board hearing before a Student Conduct Board.

v. The complainant, the accused student, and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. The student conduct administrator will try to arrange the attendance of possible witnesses who are members of the college community, if reasonably possible, and who are identified by the complainant and/or accused student at least two days prior to the Student Conduct Board hearing. Witnesses will provide information to and answer questions from the Student Conduct Board. Questions may be suggested by the accused student and/or complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the Student Conduct Board.

vi. The student conduct administrator will present the information he or she received.

vii. Pertinent records, exhibits, and written statements may be accepted as information for consideration by a Student Conduct Board at the discretion of the chairperson.

viii. All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.

ix. After the portion of the Student Conduct Board hearing concludes in which all pertinent information has been received, the Student Conduct Board shall determine (by majority vote if the Student Conduct Board consists of more than one person) whether the accused student violated the section of this Student Conduct Code which the student is charged with violating.

x. The Student Conduct Board's determination shall be made on the basis of whether it is more likely than not that the accused student violated this Student Conduct Code.
Student Conduct Code (AR 2.5.2)

E. There shall be a single verbatim record, such as a tape recording, of all Student Conduct Board hearings before a Student Conduct Board (not including deliberations). The record shall be the property of the District.

F. No student may be found to have violated this Student Conduct Code because the student failed to appear before a Student Conduct Board. In all cases, the evidence and support of the charges shall be presented and considered.

G. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the college official responsible for administration of the Student Conduct Code.

2. Sanctions

A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:

i. **Warning** - a written notice to the student that the student is violating or has violated institutional rules or regulations.

ii. **Probation** - a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. **Loss of Privileges** - denial of specified privileges for a designated period of time.

iv. **Restitution** - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

v. **Discretionary Sanctions** - work assignments, essays, service to the college, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator.)

vi. **College Suspension** - separation of the student from all the colleges in the District for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

vii. **College Expulsion** - permanent separation of the student from all the colleges in the District.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Other than college expulsion, disciplinary sanction shall not be made part of the student's academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions upon the student's application to the Student Conduct Administrator. Cases involving the imposition of sanctions other than suspension or expulsion shall be expunged from the student's confidential record five (5) years after final disposition of the case.

In situations involving both an accused student(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the college community of each may be impacted.

D. The following sanctions may be imposed upon groups or organizations:

i. Those sanctions listed above in Article IV 2. A. 1 through 4.

ii. **Loss of selected rights and privileges for a specified period of time.**

iii. **Deactivation** - loss of all privileges, including college recognition for a designated period of time.
Student Conduct Code (AR 2.5.2)

E. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Conduct Code, the sanction(s) shall be determined and imposed by the Student Conduct Administrator. In cases in which persons other than, or in addition to, the Student Conduct Administrator have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Student Conduct Administrator in determining and imposing sanctions. The Student Conduct Administrator is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the Student Conduct Administrator shall advise the accused student, group and/or organization (and a complaining student who believes s/he was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.

3. Emergency Suspension

If a student's actions pose an immediate threat or danger to any member of the college community or the educational processes, a college official responsible for administering the Student Conduct Code may immediately suspend or alter the rights of a student pending a Student Conduct Board hearing. Scheduling the hearing shall not preclude resolution of the matter through mediation or any other dispute resolution process. The decision will be based on whether the continued presence of the student on the college campus reasonably poses a threat to the physical or emotional condition and well-being of any individual, including the student, or for reasons relating to the safety and welfare of any college property, or any college function. When an emergency suspension is imposed, the student conduct administrator will seek to resolve the complaint at the earliest possible date. This suspension is not a sanction but an effort to protect people and property and prevent disruption of college operations.

In imposing an emergency suspension, the college official responsible for administration of the Student Conduct Code may direct that the student immediately leave the college premises and may further direct the student not to return until contacted by that official. An accused student shall be in violation of this policy regardless of whether the person who is the object of the threat observes or receives it, as long as a reasonable person would interpret the communication, conduct or gesture as a serious expression of intent to harm.

4. Administrative Hold

The student conduct administrator may place a temporary administrative hold preventing an accused student's registration, financial aid award, transcript release, or graduation if it is necessary to secure the student's cooperation in the investigation or compliance with a direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

5. Academic Consequences

Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. The instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the student conduct board, the appeals board, or the student conduct administrator.

6. Appeals Regarding Student Code of Conduct

A. A decision reached by the Student Conduct Board judicial body or a sanction imposed by the Student Conduct Administrator may be appealed by accused students or complainants to an Appellate Board within five (5) days of receipt of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator.
B. Except as required to explain on the basis of new information, an appeal shall be limited to the review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:

i. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present information that the Student Conduct Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

ii. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Conduct Code occurred.

iii. To determine whether the sanction(s) imposed was appropriate to the violation of the Student Conduct Code which the student was found to have committed.

iv. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.

C. If an appeal is upheld by the appellate board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of the Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all concerned.

Article V: Interpretation and Revision

Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

Student Records (AR 2.5.3)

1. Definitions

For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.

A. “College” includes all colleges, educational centers, skill centers and District office.

B. “Educational Records” are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:

i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.

ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.

iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.

iv. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student.
Student Records (AR 2.5.3)

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

Students will be notified of their further rights annually by publication in the college catalog and/or the student handbook.

Rights of Access to Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

A. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.

Students should submit to the college admissions and records department written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

B. The right to request the amendment of the student's education records that the student believes to be inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is defined as a person employed by the college or District in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the college or District has contracted (such as an attorney, auditor, or collection agent); a person serving on the Governing Board; or a person assisting another school official in performing his or her tasks.

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 responsibility.

Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
Student Records (AR 2.5.3)

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., S.W.
Washington, DC 20202-4605

5. Student Directory

A Maricopa community college may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Office of Admissions and Records.

At any Maricopa community college, directory information is defined as a student’s name, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, dates of attendance, part-time or full-time status, most recent previous educational agency or institution attended by the student, college within the Maricopa Community Colleges where the student has been enrolled, photograph of student, and electronic mail address.

6. Use of Educational Records for Advisement Purposes

All colleges within the Maricopa Community Colleges have access to the computerized degree audit program. During the advisement process, each student may have his or her academic record reviewed for coursework taken at any of the District’s colleges or centers. The institution retains the right to exercise discretion in determining the release of directory information.

7. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of minors or 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.

Student Employment (AR 2.5.4)

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.
Student Employment (AR 2.5.4)

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 students affairs and chief of security.

2. Selection of a student should not extend beyond one semester without the approval of the vice president of students affairs.

3. Selected student must undergo a special training program directed by the chief of security and approved by the vice president of students affairs.

ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:
Student Employment (AR 2.5.4)

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 students affairs.

Student Governance (AR 2.5.5)

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the college president who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The president shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, and the Maricopa Community Colleges Governing Board Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. Officers/Members

All reference in this document to positions will designate whether the position is an officer position or a member position.

Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.
2. **Designation**

Colleges with two (2) student governments shall designate the governments as “day” or “evening.” Colleges with one (1) government shall be considered day students, for the purposes of this document.

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 collegiate 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 County Community College. Pursuant to A.R.S. §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 A.R.S. §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.

Consensual Relationships (AR 4.18)

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.
Consensual Relationships (AR 4.18)

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.
Consensual Relationships (AR 4.18)

iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies
the appropriate alternate arrangements that have been made to eliminate the conflict of interest.
The EEO/AA Office shall be provided a copy of the report along with the employees involved in
the relationship.

B. Where the employee is already in or has had a recent consensual relationship with a student prior to
enrollment in his or her class, the following procedures shall be followed:

i. The faculty member shall counsel and advise the student not to enroll in his or her course.

ii. The Consensual Relationships Policy will be made available to students via the student handbook
and other appropriate communications vehicles.

iii. If it is not possible for a student to enroll in another course, section, or course and section at
another college due to a requirement for completion of a degree or certificate and no other
academic option is available, disclosure of the relationship will be made to the appropriate
Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student
Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor
for Academic and Student Affairs for consideration. The Chancellor or his/her designee may
allow a student to enroll in the class only upon a showing by the student that the enrollment
is necessary to avoid an extreme hardship, and upon a showing by the college President or
designee that the academic integrity of the student’s enrollment in the class will nevertheless be
maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who
have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa
Disclosure process at www.maricopa.edu/disclosure/.

4. An employee who fails to follow the requirements established in this policy and who does not withdraw
from participation in activities or decisions that may reward or penalize a supervisee or student with
whom the employee has or has had a recent consensual amorous relationship, will be considered in
violation of policy and will be addressed in accordance with established processes in job group policy
manuals.

Rio Salado College Campus Safety Policies and
Annual Crime Statistics Disclosure Summary

The information contained in this document was prepared under the guidelines established by 20 United States
Code, section 1092(f), known as the "Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime
Statistics Act," and the Code of Federal Regulations. The information represents a general description of the
Maricopa County Community College District - Rio Salado College security/safety policies and programs, and
the crime statistics for the most recent calendar year, in addition to the two preceding calendar years. This
information is not intended to serve as a contractual agreement between the college and the recipient.

General/Introduction

Rio Salado College Public Safety enjoys good relations with its neighbors and maintains a highly visible Public
Safety Department which provides for the safety of the campus community.

Rio Salado College Public Safety personnel cooperate fully and maintain a good working relation with city,
county, state and federal law enforcement agencies. This relationship includes communication among
the agencies in reference to certain reported crimes and of certain arrests, as required by the Clery Act (The Jeanne
incidents of alleged criminal activities, which occur on the college property.
Rio Salado College Campus Safety Policies and
Annual Crime Statistics Disclosure Summary

In today's society, no community can be totally risk free. Therefore, in order to lessen the chances of crimes occurring within the campus community, cooperation and vigilance is critical. All members of the campus community are encouraged to immediately report all suspected crimes, unusual or suspicious activities, and emergencies to Public Safety.

College Campus - Public Safety

Rio Salado College Public Safety provides for the security and safety of the college campus community. The department is based on the sixth floor, south end of the hall, inside of the Tower Building, 2323 West 14th Street, Tempe, AZ 85281. The operational hours of the department is seven days a week, including holidays and standard days of college closures. The telephone number is 480-377-4555, or from a college phone (land line) *555 (star 555).

The department staff consists of one Director, several college safety officers (non-sworn), and office support staff. Most college locations have college safety officers on duty during their hours of operation. These college safety officers are supervised by Rio Salado College Director of Public Safety. Rio Salado College Public Safety maintains a cooperative working relationship with all police and fire departments within the county of Maricopa, and will request assistance from these agencies as needed.

The Public Safety Director has full peace officer authority, including arrest authority under Arizona Revised Statutes (ARS) Title 13-3883 and as further defined by the Arizona Peace Officer Standards and Training Board. The department's security officers have no arrest authority except those granted under ARS 13-3884.

Security and Access to College Facilities

Rio Salado College strives to maintain a safe and secure college campus environment for students, staff and visitors. Offices, meeting rooms, and classrooms are monitored and/or secured when not in use. College Public Safety members, who discover defective doors and locks, interior/exterior lighting problems, or other safety hazards, immediately report the situation to the appropriate college department for action. To further improve safety, the Rio Salado College encourages all college community members to take an active role and immediately report any observation of a suspected crime, unusual or suspicious activity, emergency, or hazardous condition to 480-377-4555 or 480-517-8200, or on college extension *555 or *501.

The college does not own, maintain or control: a) dormitories or other residential facilities; b) off campus facilities for recognized student organizations; and c) non-campus buildings or properties that are used for educational purposes.

The campus is open Monday-Thursday, 8:00 AM to 10:00 PM; Friday, 8:00 AM to 5:00 PM; and Saturday, 8:00 AM to 5:00 PM and is closed on Sunday and designated holidays.

Reporting Crime and Emergencies

Crime or Other Emergency in Progress: Students, employees and others are encouraged to report all criminal activity and emergencies occurring on campus. A report may be filed with a College Public Safety Officer, appropriate personnel in the Public Safety Department, or by calling 480-377-4555 or on college extension *555. In emergency situations, 9-1-1 may be called first, followed by an immediate notification to College Public Safety at 480-377-4555 or on college extension *555.
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Reports of a past crime or incident may be made to the following law enforcement authorities. This list provided is determined by the city of the Rio Salado College location where the incident occurred.

- Rio Salado College Public Safety Department: In person or by calling 480-377-4555 and/or the following local police agency of the location where the incident occurred
- Avondale Police Department: In person or by calling 623-333-7000
- Glendale Police Department: In person or by calling 623-930-3000
- Mesa Police Department: In person or by calling 480-644-2211
- Phoenix Police Department: In person or by calling 602-262-6151
- Surprise Police Department: In person or by calling 623-222-4000
- Tempe Police Department: In person or by calling 480-350-8311

Crimes may also be reported to Campus Security Authorities as defined by the Campus Security Policy and Campus Crime Statistics Act. These authorities include officials who have significant responsibility for student and campus activities such as the Dean of Student Affairs, athletic coaches and various faculty advisors.

The Importance of Reporting All Crime

The importance of reporting crime, suspected crime and unusual or suspicious activity to Rio Salado College Public Safety Department cannot be over emphasized. The reports provide a basis for making timely warnings when a crime may present a threat to other members of the college campus community and also assist the college in providing a full disclosure in the annual crime statistics report. In addition, such action by a victim or witness will assist in making the campus environment a safer place for the entire community.

Voluntary Confidential Reporting

At Rio Salado College, we will take a report that will allow a victim or witness to report crime on a voluntary and confidential basis. Call the Public Safety office at 480-377-4555 and ask to speak to the director.

Confidential Reporting to a Counselor

Rio Salado College does not have a policy or procedure that encourages its professional counselors; if and when the counselor deems it appropriate, to inform the person being counseled of any procedures to report crime on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Generally, when counselors do not have the permission of the victim, they can only report the occurrence of a number/statistic to the law enforcement authority.

Sexual Assault Procedures, Reporting and Prevention

Reporting a Sexual Assault:

Any student, employee or visitor who is the victim of a sex offense, forcible or non-forcible, is encouraged to report the assault to the Rio Salado College Public Safety Department or the local police department. If a victim so chooses, he/she may be assisted by college authorities in reporting the assault to the proper law enforcement authorities. After making the report, the victim is not obligated to continue with legal or college disciplinary action. The assault may be reported in person at:

1. The Public Safety Department: In person or by calling 480-377-4555
2. The local police department within the city of the college: In person or by calling:
   - Avondale Police Department: In person or by calling 623-333-7000
   - Glendale Police Department: In person or by calling 623-930-3000
   - Mesa Police Department: In person or by calling 480-644-2211
   - Phoenix Police Department: In person or by calling 602-262-6151
   - Surprise Police Department: In person or by calling 623-222-4000
   - Tempe Police Department: In person or by calling 480-350-8311
In emergency situations, 9-1-1 may be called first, followed by an immediate notification to College Public Safety at 480-377-4555 or on college extension *555.

**Preserving Evidence of a Sexual Assault**

After a sexual assault, it is very important that the victim receive a medical examination for health and evidentiary reasons. A victim should not wash; use the toilet or change clothes before seeing trained medical personnel. If clothes are changed, those worn during the assault should be placed in a paper bag and taken along to the examination. Even if the victim is certain that he/she will not prosecute, it is important to gather as much evidence as possible just in case the victim decides to pursue criminal charges at a later date.

**Coping with Sexual Assault**

Victims of a sexual assault may find it helpful to discuss their experience with a counselor. College counselors are available to meet with victims in an informal and private setting. The counselor can assist by changing a victims academic situation, serve as a source of referral to outside agencies, and provide information about on-and-off college campus reporting, prosecution procedures, and the college disciplinary process. Victims of a sexual assault may also receive free, confidential, twenty-four hour, counseling by calling the Rape Abuse Incest National Network (RAINN) at 1-800-656-4673, extension 1. Trained counselors are available twenty-four hours a day, seven days a week.

**How to Reduce the Risk of Sexual Assault**

Reproduced from the RAINN web site at: www.rainn.org

- When you go to a party, go with a group of friends.
- Arrive together, watch out for each other, and leave together.
- Don’t leave your beverage unattended or accept a drink from an open container.
- Don’t allow yourself to be isolated with someone you don’t know or trust.
- Be aware of your surroundings at all times.
- Trust your instincts.
- Think about the level of intimacy you want in a relationship, and clearly state your limits.

**Prevention Programs**

Rio Salado College staff development will conduct presentations relating to crime prevention and safety policies during orientations and at other times, when requested by staff or students. Crime prevention materials will be distributed to all students upon request.

**College Response to a Sexual Assault**

Sexual assault is a criminal act which subjects the perpetrator to criminal and civil penalties in state and federal courts. Besides the sanctions that can be imposed in court, Rio Salado College will respond administratively if a sexual assault or other criminal offense involves a student or employee as the offender. Students and employees are subject to applicable District policies and disciplinary procedures, including policies prohibiting sexual harassment. Sanctions may include suspension or expulsion for student offenders or termination of employment for employees.

Victims may commence a disciplinary action by submitting a written, signed statement detailing the incident to the Associate Dean of Student Services. The accuser and accused are entitled to the same opportunities to have others present during the disciplinary hearing, and in the case of sexual assault, both the accuser and accused shall be informed of the outcome.

Sex offender registry information is not maintained by Rio Salado College Public Safety. Law enforcement agency information concerning registered sex offenders may be obtained by visiting the following Internet address: www.azsexoffender.com
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Illicit Drugs and Alcohol Policy

District Policy
The Maricopa Community College District supports the Drug Free Schools and Communities Act Amendments of 1989, Public Law 101-226, and complies with all federal, state, and local laws pertaining to controlled substances, including alcohol. The possession, sale or consumption of an alcoholic beverage in any premises owned and/or leased/rented by the District for approved educational purposes is prohibited.

College Response to Alcohol and Drug Violations:
Besides the sanctions imposed by federal and state courts concerning controlled substance violation(s), Rio Salado College will respond administratively when the offense involves a student or employee as the offender. Students and employees are subject to applicable District policies and disciplinary procedures. Sanctions may include suspension or expulsion for student offenders or termination of employment for employees.

Alcohol and Drug Use Prevention
Rio Salado College presently does not sponsor and/or participate in the following drug prevention activities.
College campus community members who may have an alcohol or drug problem can also receive assistance by calling:

- Al-Anon at 1-800-356-9996
- American Council on Alcoholism at 1-800-527-5344
- National Institute on Drug Abuse Hotline at 1-800-662-4357
- DRUGHELP at 1-800-378-4435

Responding to Criminal Activity and Emergencies
Generally, a Public Safety Officer is immediately dispatched to all college related incidents. A Public Safety Officer and, if necessary, a local police officer will respond to each report of criminal activity. The local Fire Department responds to reports of fire or medical emergencies.

Timely Warnings and Immediate Warnings:
In the event of the identification of an on-going threat to the safety and security of the college population, Rio Salado College Public Safety will issue a warning. This warning may be made via posters, emails, through the college newspaper, voice notification, SMS texting, or a combination of these methods. Upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of the campus population, Rio Salado College Public Safety will initiate the campus Mass Notification System (MNS). The MNS is capable of reaching those on campus through redundant means that may include emergency beacons, VoIP telephony, sirens, a public address system, bullhorns and/or other means available. The decision on an appropriate course of action and the type of instructions given to the campus community will be made by the Public Safety Director, a college campus police officer or other college official based upon the information available at the time. Actions may vary and may include orders to evacuate a portion of or all of the campus or to lock down in place.

Fire alarms as well as evacuation and immediate warning (MNS) systems are tested on a regular basis and at least annually.

Crime Awareness and Prevention Programs

Crime Awareness/Prevention Bulletin
The occurrence of crime considered to present a threat to members of the college community is reported on a timely basis through the “Crime Awareness/ Prevention Bulletin.” All college departments are notified through electronic mail. The bulletin provides information on the specific crime (s) that occurred and how to avoid becoming a victim.
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Public Safety Updates/Daily Crime Log
The occurrence of crime considered to present a threat to members of the college campus community, is reported on a weekly basis through the "Rio Salado College Public Safety Update – Crime Awareness/Prevention Bulletin." Copies of the update are available in the College Public Safety office. All college employees receive updated information through the employee portal, College Public Safety site. This information may also be viewed on the web site of Rio Salado College Public Safety. The update provides information on specific crime(s) that have occurred on campus and routinely contains tips on how to avoid becoming a victim.

Rio Salado College Public Safety maintains a Daily Crime Log that contains the date, time, location, nature and disposition of all crimes occurring at the college and on adjacent public property. Entries in the log are made within two business days of the incident report. Copies of the log are available to anyone requesting this information at the Public Safety office. Requests for Daily Crime Log information older than 60 days will be provided within two business days. This information is available during regular business hours, Monday – Friday, 8:00 AM – 5:00 PM, excluding holidays and when the college is closed.

Crime Statistics:
Statistics and security policies, collated in accordance to the guidelines established in the Clery Act (20 USC §1092(f)), are published and distributed annually to all current students and employees, and to any applicant for enrollment or employment at the college. A copy will also be provided to anyone, upon request to the College Public Safety office, in person or by telephone at 480-377-4555.

Escort Service
An escort service is available to the students, faculty and staff of Rio Salado College. A request may be made to Rio Salado College Public Safety at extension *555 from a college phone or 480-377-4555. An officer will respond and accompany you to a vehicle or the bus stop closest to the campus.

Assistance for Disabled Motor Vehicles
Rio Salado College Public Safety does not provide assistance for disabled motor vehicles.

Safety Presentations
Rio Salado College Public Safety Staff Development will conduct presentations relating to crime prevention and safety policies during orientations and at other times, when requested by staff or students. Crime prevention materials are made available to all incoming students. Rio Salado College provides these presentations and programs through various methods of training, which includes Brown Bags.

Policies Regarding Weapons, Smoking and Children

Weapons
With the exception of college campus police officers and other state certified police officers, the possession or use of a firearm on the college property is strictly forbidden. The Maricopa Community College District Governing Board promulgated the weapons policy under ARS §13-2911 C. Anyone violating the policy is subject to arrest under ARS § 13-2911 and/or subject to applicable college disciplinary procedures.

Smoking: Addressed by the College - BreathEasy Program (July 1,2012)
Smoking is prohibited inside all Rio Salado College buildings and within 25 feet of any entrance to any college building. Currently smoking is only allowed in designated areas. Maricopa County Community Colleges are moving forward on becoming a tobacco free "Breath Easy" environment.

College community members are requested to utilize the designated smoking areas for smoking. The designated areas are conveniently located and clearly marked.
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Children on Campus

Children younger than 18 years of age may not attend a class unless they are officially registered for the class. Children that are not officially registered are not allowed on college campus unless participating in an authorized college program or under the immediate supervision of an adult.

Annual Disclosure of Crime Statistics

Preparing the Annual Disclosure

Rio Salado College Public Safety, under direction of the Director of Public Safety, has the responsibility of gathering the data used to prepare the annual campus crime statistics. The data is obtained from reports made to Rio Salado Public Safety, the local police department within the city of the Rio Salado College location, and College Security Authorities. The college campus crime data is gathered the same day that it is reported. Data is obtained annually from all local police agencies within the area of the Rio Salado College locations and compared with the data gathered at the college. The resulting data is used to prepare the annual crime statistics report.

Rio Salado College – Annual Crime Statistics

The following statistics were gathered in accordance with the guidelines established under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. §1092(f)). The crime definitions outlined in the Federal Bureau of Investigation’s National Incident Based Reporting System, as modified by the Hate Crime Statistics Act, were utilized in compiling the numbers.

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Hate Crimes: There were no reported hate crimes for the years: 2009, 2010, and 2011.
# Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

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<td>Hate Crimes: There were no reported hate crimes for the years: 2009, 2010, and 2011.</td>
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Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

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<td>Motor Vehicle Theft</td>
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<tr>
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<td>*</td>
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</table>

ARREST FOR:

| Liquor Law Violation   | *    | *    | 0    |
| Drug Abuse Violation   | *    | *    | 0    |
| Weapons Possession     | *    | *    | 0    |

Hate Crimes: There were no reported hate crimes for the years: 2009, 2010, and 2011.

Note:
1. The college interprets “On Public Property” to mean the near sidewalk, in the street, and on the far sidewalk surrounding the perimeter of the college property.
2. Based on available data, no hate crime occurred at the college or on public property from 2005 through 2011.

The college does not own dormitories or other residential facilities. Nor does the college own or control a non-college building or property that is used for educational purposes.

Registered Sex Offenders

Sex offender registry information is not maintained by Rio Salado College Public Safety. Law enforcement agency information concerning registered sex offenders may be obtained by visiting the following Internet address: www.azsexoffender.com

Questions?

If you have concerns or need more information about security policies and safety at Rio Salado College, please contact the Director of Public Safety at 480-377-4555 or the Vice President of Administrative Services at 480-517-8137. A college official will be glad to discuss your concerns.
Rio Salado is the college of first choice for students looking for transferable courses, certificates and degrees. Many programs of study have a general education component and may include courses in: arts, communications, humanities, foreign languages, mathematics and physical and social sciences. Rio Salado also offers a wide range of courses in a variety of other subject areas. From astronomy to physics and computers to management, you will find the courses you need. A majority of Rio Salado courses are available online, however distance learning and in-person class formats are also offered.

www.riosalado.edu/schedule
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<th>Field</th>
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## Course Descriptions

### Accounting (ACC)

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<th>Course Code</th>
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<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
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<tr>
<td>ACC105</td>
<td>3</td>
<td>Payroll, Sales and Property Taxes</td>
<td>Tax reporting for payroll, sales, and personal property. Prerequisites: None.</td>
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<td>ACC109*</td>
<td>3</td>
<td>Accounting Concepts</td>
<td>Introduction to accounting with emphasis on analysis and applications of financial information. Prerequisites: None. GBS151 and reading ability equivalent to RDG091 suggested but not required.</td>
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<td>ACC111</td>
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<td>Accounting Principles I</td>
<td>Fundamental theory of accounting principles and procedures. Prerequisites: None.</td>
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<td>ACC112</td>
<td>3</td>
<td>Accounting Principles II</td>
<td>Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general purpose financial statements. Prerequisites: ACC111 with a grade of “C” or better, or permission of department/division.</td>
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<tr>
<td>ACC115</td>
<td>2</td>
<td>Computerized Accounting</td>
<td>Mastery of a microcomputer accounting system including the general ledger, accounts receivable, accounts payable, and payroll. Prerequisites: ACC107, or higher level accounting course, or permission of instructor.</td>
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<tr>
<td>ACC121</td>
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<td>Income Tax Preparation</td>
<td>Preparation of and practical experience in preparing individual federal income tax returns using computer software. Prerequisites: None.</td>
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<td>ACC211</td>
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<td>Financial Accounting</td>
<td>Introduction to theory and practice in the preparation and interpretation of general purpose financial statements. Prerequisites: None.</td>
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<tr>
<td>ACC212</td>
<td>3</td>
<td>Managerial Accounting</td>
<td>Development and analysis of accounting information for managerial planning and control. Prerequisites: A grade of “C” or better in (ACC111 and ACC112), or ACC221, and (CIS105 or permission of department/division).</td>
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<tr>
<td>ACC221</td>
<td>3</td>
<td>Tax Accounting</td>
<td>Preparation of and accounting procedures for individuals; introduction to partnerships and corporate tax structures. Prerequisites: ACC111 or ACC211 or permission of department/division.</td>
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<tr>
<td>ACC2201</td>
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<td>Uses of Accounting Information I</td>
<td>Introduction to the uses of accounting information for internal and external purposes with emphasis on financial statement analysis. Prerequisites: Grade of “C” or better in ACC111 or ACC211, or a grade of “C” or better in (ENG101 and MAT151 and CRE101), or equivalent, or satisfactory score on District placement exam.</td>
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<tr>
<td>ACC2202</td>
<td>3</td>
<td>Uses of Accounting Information II</td>
<td>Introduction to the uses of accounting information for internal and external purposes with emphasis on analysis for use by management. Prerequisites: ACC230.</td>
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*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ACC250 1 Credit
Introductory Accounting Lab
Procedural details of accounting for the accumulation of information and generation of reports for internal and external users. Prerequisites: None.

ACC260 2 Credits
Certified Bookkeeper (CB) Preparation Seminar I
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. Prerequisites: ACC111, or ACC211, or (bookkeeping experience and permission of Instructor).

ACC262 2 Credits
Certified Bookkeeper (CB) Preparation Seminar II
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: ACC260.

Addictions and Substance Use Disorders (ASD)

ASD102 3 Credits
Communication Skills in Treating Addiction
Further examination and refinement of communication and beginning professional counseling skills as they relate to the chemically dependent client and family members. Emphasis on practicing the application of these skills to various situations associated with treatment planning. Recordkeeping/documentation skills emphasized. Prerequisites: None.

ASD110 3 Credits
Pharmacology of Substances of Abuse and Dependency
Exploration of the pharmacology of substance of abuse and dependency. Examines the effects of psychopharmacological chemicals on human physiology. Emphasis on identification and management of substances of abuse and dependency. Prerequisites: None.

ASD120 1 Credit
Professional Ethics in Addictions and Substance Use Disorders
Exploration of topics relative to the professional and ethical development of the addictions and substance use disorders counselor, including manpower utilization, professionalism, and the meeting of individual counselor needs within the field. Prerequisites: None.

ASD145 1 Credit
AIDS and Addiction
Exploration of AIDS and its relationship to addiction. Emphasis on myths and realities of AIDS, personal values, feelings, and limitations and treatment goals. Prerequisites: None.

ASD150 2 Credits
Principles of Self-Help Groups
Overview of the fundamental principles, concepts and historical antecedents of the various self-help groups. Emphasis on the self-help groups of Alcoholics Anonymous, Al-anon, Alateen, Narcotics Anonymous, Co-dependents Anonymous, and Adult Children of Alcoholics Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ASD161</td>
<td>3</td>
<td>Beginning Clinical Documentation Skills</td>
<td>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.</td>
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<td>ASD165</td>
<td>2</td>
<td>Theories and Techniques in the Treatment of Addictions</td>
<td>Overview of counseling theories including the application to addictions and substance use disorders groups. Recordkeeping skills and beginning counseling skills emphasized. Prerequisites: None.</td>
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<td>ASD220</td>
<td>3</td>
<td>Family Dynamics and Addiction</td>
<td>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.</td>
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<td>ASD226</td>
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<td>Counseling Multicultural and Diverse Populations</td>
<td>Exploration of influences of culture and diversity on addictions and substance abuse. Emphasis on recovery and therapeutic relationships. Prerequisites: None.</td>
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<td>ASD236</td>
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<td>Relapse, Recovery, and Addiction</td>
<td>Review of the bio-psycho-social processes of recovery and relapse in addictions. Exploration into those factors that both contribute to and inhibit recovery and relapse. Prerequisites: None.</td>
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<td>ASD245</td>
<td>2</td>
<td>Co-Occurring Disorders</td>
<td>Examines co-occurring disorders from the biopsychosocial model. Includes causes, consequences, assessment, and treatment, emphasizing the psychoeducational model of treatment. Prerequisites: None.</td>
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</tr>
<tr>
<td>ASD250</td>
<td>3</td>
<td>Group Interventions</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ASD275</td>
<td>3</td>
<td>Advanced Theory and Techniques in the Treatment of Addiction Disorders</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ASD280</td>
<td>6</td>
<td>Addictions and Substance Use Disorders Practicum</td>
<td>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.</td>
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</tr>
<tr>
<td>ASD285</td>
<td>1</td>
<td>Addictions Seminar</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ASD285AA</td>
<td>1</td>
<td>Treatment for Stimulant Use Disorders Seminar</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ASD285BB 1 Credit
Adolescent Substance Abuse Treatment Seminar
Adolescent substance abuse treatment issues. Emphasis on current and developing treatment information. Covers common adolescent substance abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285BB may be repeated for a total of four (4) credit hours.

ASD285CC 1 Credit
Addiction Review Seminar
A brief review of current addiction issues. Emphasis on current and developing treatment information. Covers common alcohol and drug addiction characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285CC may be repeated for a total of four (4) credit hours.

ASD285DD 1 Credit
Motivation for Change in Substance Abuse Treatment Seminar
Issues regarding motivational change in substance treatment. Emphasis on current and developing treatment information. Covers common motivational change techniques. Also includes community resource information. Prerequisites: None. Course Notes: ASD285DD may be repeated for a total of four (4) credit hours.

ASD285EE 1 Credit
Domestic Violence and Substance Abuse Seminar
Domestic violence and substance abuse treatment issues. Emphasis on current and developing domestic violence and substance abuse information. Covers techniques, strategies, and treatment modalities for domestic violence and substance abuse patients. Also includes community resource information. Prerequisites: None. Course Notes: ASD285EE may be repeated for a total of four (4) credit hours.

ASD285FF 1 Credit
Street Drugs Seminar
Street drug issues. Emphasis on current and developing street drug information. Covers techniques strategies and treatment modalities for street drug abuse patients. Also includes community resource information. Prerequisites: None. Course Notes: ASD285FF may be repeated for a total of four (4) credit hours.

ASD285GG 1 Credit
Addictive and Medical Plants Seminar
Addictive and medical plant issues. Emphasis on current and developing addictive and medical plant information. Covers addictive and medical plant typology. Also includes community resource information. Prerequisites: None. Course Notes: ASD285GG may be repeated for a total of four (4) credit hours.

ASD285HH 1 Credit
Intervention and Treatment for Addictions and Substance Use Disorders Seminar
Brief interventions and treatment for addictions and substance use disorders. Emphasis on current and developing intervention and treatment information. Covers treatment and intervention techniques for use with addictions and substance use disorders. Also includes community resource information. Prerequisites: None. Course Notes: ASD285HH may be repeated for a total of four (4) credit hours.

ASD285II 1 Credit
Multicultural Aspects Seminar
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 Seminar
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.

ASD285KK 1 Credit
Recovery-Oriented Systems of Care Seminar
Overview of recovery-oriented systems of care programs. Covers research, development, and characteristics of programs in addition to applicable federal mandates. Prerequisites: None. Course Notes: ASD285KK may be repeated for a total of four (4) credit hours.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**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.

**ASD285MM 1 Credit**
Sexual Addiction Seminar
A brief review of sexual addiction issues. Emphasis on current research, intervention, and treatments in the field. Also includes community resources information. Prerequisites: Student must be 18 years or older. Course Notes: ASD285MM may be repeated for a total of four (4) credit hours.

**ASD294 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.

**ADA102* 3 Credits**
Advertising Production Methods
Production procedures for publications and other print media. Layout and sizing ads, type specification, meeting deadlines, proofreading symbols, and mechanical separation for color and tone. Practice with copy proofs and camera-ready pasteups. Prerequisites: None.

**ADA114* 3 Credits**
Graphics Printing Processes
Printing methods, skill development in planning and lay-out, composition methods, proofing and correction, color process, image carrier preparation. Prerequisites: None.

**ADA175* 3 Credits**
Electronic Publishing Design I
Introduction to the multiple elements of commercial publishing using the microcomputer. Basic foundation in the use of electronic page layout techniques. Emphasis on publication design layout and concepts. Prerequisites or Corequisites: ART100 or permission of instructor.

**ADA177* 3 Credits**
Computer-Photographic Imaging
Introduction to the multiple elements of microcomputer-photographic imaging. Basic foundation in the use of the photographic manipulation of images using software programs. Special attention to aesthetic foundation underlying photographic composition. Prerequisites or Corequisites: ART100 or permission of instructor.

**ADA183* 3 Credits**
Computer Aided Graphic Arts I
Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. Prerequisites or Corequisites: ART100 or permission of instructor.

**ADA283* 3 Credits**
Computer Aided Graphic Arts II
Advanced skill development of graphic design through use of microcomputer. Emphasis on computer design and techniques for producing all types of camera-ready advertising art for printed matter and package design. Includes illustration, typography, photo imaging, and color separation. Prerequisites: ADA183 or ART183 or permission of instructor.

**ADA289* 3 Credits**
Computer Illustration
Introduction to the multiple elements of commercial illustration using the microcomputer. Basic foundation in the use of computer techniques including color paint and draw programs for the production of commercial illustrations for publications and printed matter. Use of and output devices. Prerequisites or Corequisites: ART100 or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**Agribusiness (AGB)**

**AGB130** 3 Credits
*Establishing and Running an Agribusiness*
Basic principles used in establishing and running an Agribusiness. Emphasis on business requirements to maintain a business enterprise in Arizona. Prerequisites: None.

**Agricultural Landscape (AGL)**

**AGL184** 2 Credits
*Landscape Drafting and Design I*
Basic principles of landscape design, including drafting and design techniques commonly used in the field of landscaping. Emphasis on simple working drawings and detailed views, symbols, lettering, and drafting standards. Prerequisites: None.

**Agricultural Science (AGS)**

**AGS164** 4 Credits
*Plant Growth and Development*
Principles of growth in relation to seed germination, emergence, growth and reproduction processes of plants and the environmental influences on plant growth processes. Prerequisites: None.

**AGS182** 2 Credits
*Gardening Practices and Techniques*
Cultural practices of vegetables, fruits and ornamental plants as they relate to organic and inorganic gardening. Prerequisites: None.

**AGS183** 3 Credits
*Urban Plant Identification and Use*
Identification, growth, cultural requirements, uses, maintenance, and care of landscape trees, shrubs, vines and ground covers commonly used in Arizona. Prerequisites: None.

**AGS186** 3 Credits
*Greenhouse Management and Construction*
Principles and practices of greenhouse operation; control of environmental factors and cultural practices affecting the production of greenhouse crops. Prerequisites: None.

**AGS264** 3 Credits
*Irrigation and Water Management*
Irrigation and drainage problems relating to pumps, motors, pipe lines, ditches and wells in the Southwest. Installation of sprinkler, drip and subirrigation, time clock installation and repair. Land measurement and principles of land leveling. Prerequisites: None.

**AGS267** 3 Credits
*Weeds and Plant Diseases of Arizona*
Weed identification, relationship to competition, cultural practices, prevention and chemical usage for control. General outline of plant autonomy and physiology relating to chemical usage of selectivity. Diseases of plants, their life cycles, biological interrelationships, identification, and control. Prerequisites: None.

**AGS268** 4 Credits
*Insect, Weed and Pest Control*
Interrelationship of insects, weeds and plant diseases with the environment as affected by soils, temperature, water and agricultural chemicals. Life cycles, biological interrelationships, identification and control. Prerequisites: None.

**AGS284** 3 Credits
*Lawn and Turf Care*
Factors that affect the establishment and maintenance of turf grasses. Includes budgets, schedules and selection of equipment. Prerequisites: None.

**Airline Operations (AIR)**

**AIR102** 3 Credits
*Reservations/Sales Training I*
Basic orientation to Reservations/Sales Training. Includes overview of product knowledge, computer familiarization, the Passenger Name Record, sales, and fares. Prerequisites: None.

**AIR103** 3 Credits
*Basic Reservations Procedures*
Basic orientation to Reservation/Sales training. Includes product knowledge, computer system, seat assignment, and baggage restriction information. Emphasis on transit item classifications, automated check-in and passenger acceptance procedures. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

AIR104* 3 Credits  **Reservations/Sales Training II**  
Concepts and techniques of specialty faring, special sales tools, miscellaneous functions, and the Passenger Name Record. Prerequisites: AIR102.

AIR105* 3 Credits  **Automated Ticketing**  
Introduction to automated ticketing procedures. Payment procedures also included. Overview of baggage processes and checking in passengers. Prerequisites: AIR104.

AIR106* 3 Credits  **Reservations/Sales Training III**  
Expands on concepts and techniques of reservations/sales. Includes expanded miscellaneous functions and introduces advanced seat assignments, vacation packages, and ticketing. Prerequisites: AIR104.

AIR109* 2 Credits  **Dividend Miles**  
Overview of preferred program features and benefits. Includes database access, account actions, and screen usage in addition to procedures for reactivation and preservation of mileage. Also covers maintenance and helpdesk procedures. Prerequisites: None.

AIR110* 2 Credits  **Advanced Reservations/Sales Training**  
Emphasis on attending to passenger needs by answering “live” phone calls in a laboratory setting. Includes sales, mandatory parts of a call, phone etiquette, and information retrieval. Prerequisites: AIR102.

AIR112* 3 Credits  **Airline Ticketing Procedures**  
Overview of ticketing procedures. Fares, payment options, passenger name record, and sales covered. Automated and basic ticketing as well as hazardous material transport restrictions emphasized. Prerequisites: AIR103.

AIR116* 3 Credits  **Airline Gate Procedures**  
Airline gate service operation information. Opening a flight, assigning and changing seats, processing standbys, and closing a flight emphasized. Processing oversold flights and irregular operations also covered. Prerequisites: AIR103.

AIR118* 2 Credits  **Emergency Medical Procedures**  
Overview of emergency medical procedures. Includes basic first aid, advanced first aid, choking victim procedure, cardiopulmonary resuscitation, and operation of Automated External Defibrillators (AED). Prerequisites: None.

AIR120* 3 Credits  **Airbus A319/320 Initial Training**  
Initial inflight training of the Airbus A319/320. Includes Airbus A319/320 aircraft familiarization, duties and procedures, and security training. Prerequisites: AIR118.

AIR121* 2 Credits  **Airline Cargo Services**  
Overview of airline cargo service procedures for the airline cargo agent. Includes Cargo Name Records (CNRs), cargo security, air waybills, shipments, and cargo allocation. Airline cargo computer system usage emphasized. Prerequisites: None.

AIR122* 2 Credits  **Airbus A319/320 Emergency Procedures**  
Overview of emergency procedures aboard the Airbus A319/320 Aircraft. Includes Airbus A319/320 general emergency procedures, specific emergency procedures, evacuation procedures, and protective breathing equipment. Prerequisites: AIR120.

AIR123* 1 Credit  **Baggage Service Agent**  
Overview of the role and responsibilities of a baggage service agent. Covers procedures for delayed and damaged baggage, as well as customer concerns. Emphasis on working with a computerized baggage trace system. Prerequisites: None.

AIR124* 2 Credits  **Boeing 757 Transition Training**  
Inflight transition training of the Boeing 757. Includes Boeing 757 aircraft familiarization, duties and procedures, and emergency procedures. Prerequisites: AIR122.

AIR125* 1 Credit  **Boeing 737 Transition Training**  
Inflight transition training of the Boeing 737 for new hires. Instruction includes Boeing 737 aircraft familiarization, general operations, and aircraft specific emergency equipment/procedures. Prerequisites: AIR122.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

AIR127*  3 Credits
**Airline Customer Relations I**
Overview of airline customer relations. Includes policies and procedures as well as reservations, routing, coding, and travel awards. Prerequisites: None.

AIR128*  3 Credits
**Airline Customer Relations II**
Advanced airline customer relations. Communication skills for effective customer service, as well as techniques to assist in call processing, customer check list, and travel vouchers covered. Airline automated phone and computer system included. Prerequisites: AIR127.

AIR129*  2 Credits
**Airline Customer Relations Lab**
Application of airline customer relations. Use of airline computer systems emphasized. Includes the processing of tickets, subject codes, reservations, files, and vouchers. Prerequisites: AIR128.

AIR131*  1 Credit
**Ramp Team Lead**
Overview of ramp team lead position for airline employees. Covers safety and emergency procedures, gate management, and computer procedures. Includes central load planning, aircraft structural and performance limits as well as Dispatch Ramp History (DRH). Prerequisites: None.

AIR140*  2 Credits
**Ramp Safety Procedures**
Basic ramp safety procedures for airline employees. Topics include ramp environment, engine safety, equipment malfunctions, vehicle operations and Foreign Object Damage (FOD) control. Procedures for arrival, turnaround and departure conditions and hazards covered. Hand signals and other non-verbal communications as well as back injury prevention and hearing conservation techniques included. Prerequisites: Departmental approval.

AIR142*  3 Credits
**Aircraft Dynamics**
Overview of ground procedures for airline employees. Covers aircraft familiarization, engine safety, ramp servicing and baggage handling as well as prearrival, arrival, predeparture and departure procedures. Rules for handling air cargo, human remains and U.S. Mail included. Prerequisites: Departmental approval.

AIR146*  1 Credit
**Aircraft Load Planning**
Overview of aircraft load planning operations. Topics include weight and balance, preplanning, load planning, as well as load planning coordinator responsibilities. Computer usage also included. Prerequisites: None.

AIR164*  3 Credits
**Airline Ticket Reissues**
Rules, restrictions, and procedures for completing reissues. Includes voluntary and automated reissues as well as fare calculation. Also covers collections and verification processes. Prerequisites: None.

AIR169*  1 Credit
**Basic International Travel**
Overview of basic international travel. Includes rules, regulations, documentation requirements, and taxes. Prerequisites: None.

AIR170*  1 Credit
**International Air Transport Association Geography**
Overview of world geography according to the International Air Transport Association (IATA). Includes world traffic area divisions, sub areas and office responsibilities. Also covers atlas reading including location of countries, major cities and grids in addition to use of city codes. Prerequisites: None.

AIR171*  3 Credits
**International Air Transport**
International air reservations procedures. Includes Passenger Name Record (PNR) creation and modification as well as use of availability displays and international itineraries. Covers preferred programs and partnerships. Prerequisites: None.

AIR172*  1 Credit
**International Fares**
Overview of international fares. Includes fare basis codes, combinability and construction. Also covers transpacific routing and electronic tickets as well as procedures for completing international reissues. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**AIR173* 2 Credits**

**International Air Transport Lab**
Practical application of international air reservations procedures. Includes Passenger Name Record (PNR) creation and modification as well as use of availability displays and international itineraries. Prerequisites: None.

**Animal Science (ANS)**

**ANS110 * 3 Credits**

**Introduction to Animal Science**
Survey of the total animal industry, including the basis for genetic improvement, principles of nutrition and reproduction, and scientific analysis of meat, milk, and egg production. Study of local agricultural production businesses. Prerequisites: None.

**Anthropology (ASB)**

**ASB102 3 Credits**

**Introduction to Cultural and Social Anthropology**
Principle of cultural and social anthropology, with illustrative materials from a variety of cultures. The nature of culture; social, political, and economic systems; religion, aesthetics and language. Prerequisites: None.

**ASB202 3 Credits**

**Ethnic Relations in the United States**
Basic concepts and processes, including historic overview of interethnic relations in the United States: culture, race, ethnicity, ethnocentrism, prejudice, discrimination, racism, assimilation, acculturation, and individual and group responses to interethnic contact. Cultural knowledge and intercultural communication skills and perspectives as fundamental tools for successful management of social relations in a multicultural world. Prerequisites: None.

**ASB222 3 Credits**

**Buried Cities and Lost Tribes: Old World**
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled lifeways, the rise of cities and complex societies, political strife across different cultures and the forces which tend to fragment societies. Examples drawn from Africa, Asia, Europe, the Pacific Islands, and Australia. Prerequisites: None.

**ASB245 3 Credits**

**Indians of the Southwest**
Comparative study of the cultures, including the histories and present status of Indians of the Southwest. Prerequisites: None.

**Arabic (ARB)**

**ARB101 4 Credits**

**Elementary Arabic I**
Introduction to the basic alphabet, grammar, pronunciation and vocabulary of the Arabic language. Listening, speaking, reading and writing skills. Prerequisites: None.

**ARB102 4 Credits**

**Elementary Arabic II**
A continuation of ARB101. Continued study of grammar and vocabulary, with emphasis on pronunciation and speaking skills. Prerequisites: ARB101 or equivalent.

**ARB201 4 Credits**

**Intermediate Arabic I**
Review of essential grammar of the Arabic language and study of the Arabic culture. Continued practice and development of reading, writing, and speaking skills. Emphasis on both fluency and accuracy in the spoken language. Prerequisites: ARB102 or departmental approval.

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*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**ARB202** 4 Credits
Intermediate Arabic II
Advanced grammatical structures in Arabic. Further development of language skills with emphasis on speaking the language. Prerequisites: ARB201 or departmental approval.

**Arizona Builders Alliance (ABA)**

**ABA102** 1 Credit
Electrical Fundamentals
Fundamentals of electricity including electrical hazards, Occupational Safety and Health Administration (OSHA) regulations, units of measurements and using Ohm's law. Circuit characteristics and the use of Kirchoff’s voltage and current laws to calculate voltage drop, current and resistance. Operation and use of specific meters. Includes an introduction to the National Electrical Code (NEC). Prerequisites: None.

**ABA103** 0.5 Credit
Hand Bending of Electrical Conduit
Conduit bending and installation. Techniques for using hand operated and step conduit benders. Cutting, reaming and threading conduit. Prerequisites: None.

**ABA104** 1.5 Credits
Raceways, Boxes, Fittings, Anchors/Supports
Types and applications of conduit, raceways, wireways and ducts. Types, applications and wiring techniques for conductors. Hardware and systems used to mount and support boxes, receptacles and other electrical components. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABA120** 1 Credit
Carpentry Fundamentals
Overview of the carpentry trade. Apprenticeship programs and responsibilities of the apprentice. Types and uses of nails, fasteners and adhesives. Types of wood, lumber and manufactured wood products. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**ABA121** 2 Credits
Floor and Wall Systems
Framing systems, floor construction, center beam and post support systems. Construction of sills, joists and bridging. Subflooring, mechanical connectors and the use of prefabricated joists. Wall construction, stud walls, panelized walls, masonry walls, post and beam walls, use of metal studs and drywall construction. Prerequisites: (Registered apprentice status and ABA120) or permission of the apprenticeship coordinator.

**ABA130** 1 Credit
Installation of Electric Services
Electric services for commercial and industrial installations. Blueprints, diagrams and electrical calculations. Grounding, connecting three phase services and the installation of panelboards, switches and load centers. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABA150** 1.5 Credits
Advanced Calculations for Electricians
Advanced mathematical calculations in the electrical industry. Powers and roots in watts, voltage, current and resistance. Metric and engineering units. English and metric systems for length, area, volume and mass, and energy and temperature measurements. Ratios, proportions, formulas, symbols and representation. Trigonometry and the Pythagorean theory. Plane and rotating vectors. Basic functions of the scientific calculator for electricians. Prerequisites: Registered apprentice status or permission of apprenticeship coordinator.

**Art (ART)**

**ART100** 1 Credit
Introduction to Computer Graphic Art
Conceptualization, visualization, and production of art using the computer. Prerequisites: None.

**ART111** 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.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ART112  3 Credits
Two-Dimensional Design
Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.

ART131*  3 Credits
Photography I
Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography's role in society. Prerequisites: None.

ART142*  3 Credits
Introduction to Digital Photography
Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography. Prerequisites: None.

ART151*  3 Credits
Sculpture I
Exploration of sculptural form and expression in clay, plaster, stone, wood, and metal. Prerequisites or Corequisites: ART115 or permission of instructor.

ART161*  3 Credits
Ceramics I
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.

ART181  3 Credits
Graphic Design I
Introduction to development of lettering and design skills through functional and aesthetic use of typography. Concentration on lettering for reproduction, type indication, historical development, type specification, and use of letter forms as design elements. Prerequisites: ART112 or permission of instructor.

ART183*  3 Credits
Computer Aided Graphic Arts I
Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. Prerequisites or Corequisites: ART100 or permission of instructor.

Art Humanities (ARH)

ARH100  3 Credits
Introduction to Art
Understanding and enjoyment of art through study of painting, sculpture, architecture design, photography, and decorative arts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.

ARH101  3 Credits
Prehistoric Through Gothic Art
History of art from prehistoric through medieval period. Prerequisites: None.

ARH102  3 Credits
Renaissance Through Contemporary Art
History of art from around the world from the Renaissance through contemporary period. Prerequisites: None.

Associated Builders and Contractors (ABC)

ABC119*  1 Credit
Basic Safety
Overview of safety rules and procedures for working on construction job sites. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC120*  1.5 Credits
Basic Calculations for Construction
Addition, subtraction, multiplication and division of whole, decimal, fractional and metric numbers. Metric units of length, weight, volume and temperature. Metric system as it relates to the construction trade. Basic algebraic operations and equations. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC121*  1 Credit
Introduction to Hand and Power Tools
Overview of the use, maintenance and safety procedures for common hand and power tools. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**ABC122** 1 Credit
**Rigging Safety and Equipment**
Rigging safety, equipment and inspection. Includes crane hand signals, common rope knots, types of derricks and cranes and safety procedures for rigging and moving materials and equipment. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABC123** 0.5 Credit
**Introduction to Construction Drawings**
Basic concepts of construction drawings, including terms and symbols. Drawing interpretation, use of drawing dimensions and recognition of drawing classifications. Prerequisites: Registered Apprentice status or permission of the Apprenticeship Coordinator.

**ABC126** 1 Credit
**Electrical Test Equipment**
Selection, inspection, use and maintenance of common electrical test equipment. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**ABC132** 1 Credit
**Circuit Breakers and Fuses**
National Electrical Code (NEC) requirements, Ground Fault Circuit Interrupters (GFCI), overcurrents, fuse sizing, safety techniques and short-circuit calculations. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABC133** 1 Credit
**Basic Lighting**
Principles of illumination and specific light sources. Includes practical applications for residential, commercial and industrial installations. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**ABC135** 1 Credit
**Fundamentals of Concrete**
Materials used to make concrete, including specific types of cement, aggregate, admixtures and reinforcing materials. Handling procedures for concrete, conveying and placing concrete and finishing techniques for concrete slab. Construction of foundations and formwork. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**ABC136** 1 Credit
**Roof Systems**
Defining roof terminology. Identifying and understanding specific roof systems. Using the framing square and essex scale to calculate and measure specific types of rafters. Transcribing and transferring measurements onto rafters. Using “speed square” to determine measurements for specific types of rafters. Defining unequal roof pitch. Identifying specific types of plank and beam roofs and roof trusses used in the industry today. Prerequisites: (Registered apprentice status and ABC120) or permission of the apprenticeship coordinator.

**ABC142** 1 Credit
**Alternating Current**
Production of electricity, including: current, voltage, induction, mutual inductance and capacitance. Calculations using Ohms Law. Operation of a three phase system. Prerequisites: Registered Apprentice status and ABC/MEC120 or permission of the apprenticeship coordinator.

**ABC143** 2 Credits
**Motors: Theory and Application**
Overview of electric motors including types, operation, and applications. Assembly and disassembly. Mounting and connections according to National Electrical Code (NEC). Also troubleshooting, installation and handling. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABC144** 1 Credit
**Grounding**
Types of grounding and proper installation of grounds and grounding. OSHA and National Electrical Code (NEC) requirements specific to grounding. Purpose and operation of Ground Fault Circuit Interrupters (GFCI). Effects of soils and environment. Selection of grounds and grounding material for specific situations. Testing grounds with a “megger”. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABC230** 1 Credit
**Stair Construction**
Stair parts, materials and types. Stair dimensions and practical techniques for stair layout. Rough forming methods. Prerequisites: (Registered apprentice status and ABC120) or permission of the apprenticeship coordinator.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ABC231* 3 Credits
Exterior Wall Finishes
Exterior wall finish work: placement and hanging of windows, siding and flashing for walls. Installation of floors, chimneys and insulation included. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

Astronomy (AST)

AST101 3 Credits
Survey of Astronomy
Survey of astronomy for the nontechnical student. The history, content, and evolution of the solar system and the universe in general. Astronomical principles and instrumentation. The planets, moons, sun, comets, stars and star formation, galaxies, and cosmology. Prerequisites: None.

AST102 1 Credit
Survey of Astronomy Laboratory
Astronomical observations and exercises designed to familiarize students with the sky, telescopes, and methods used in astronomy. Prerequisites: None. May accompany AST101.

AST111* 3 Credits
Introduction to Solar System Astronomy
Introduction to astronomy for the non-science major. History of astronomy, properties of light, instruments, the solar system and nearby stars. Prerequisites: MAT092 or equivalent.

AST112* 3 Credits
Introduction to Stars, Galaxies, and Cosmology
Introduction to astronomy for the non-science major. Structure and evolution of stars; star clusters; galaxies; cosmology. Prerequisites: MAT092 or equivalent.

Automotive Performance Technology (APT)

APT101* 2 Credits
Automotive Service Operations
Basic principles of working in an automotive service area. Management-employee relations, resume writing, interviewing, shop practices, flat-rate system, equipment care, and tools. Prerequisites: None.

APT131* 6 Credits
Automotive Power Trains
Designed for beginning automotive students. Operation, diagnosis, service, and repair of the automotive power train. Includes clutches, torque converters, standard and automatic transmissions and transaxles, front and rear drive axles, drive shafts, differentials and transfer case. Prerequisites: None.

APT141* 6 Credits
Alignment, Steering, and Suspension
Designed for beginning automotive students. Fundamental principles of steering and suspension systems. Includes two- wheel and four-wheel alignment procedures. Emphasis on diagnosis, testing, service, and rebuilding. Prerequisites: None.

APT161* 4 Credits
Auto Electrical/Electronic Systems I
Designed for beginning automotive students. The principle of electricity; the mathematical computations involved with Ohm's Law; the use of meters; electrical schematics; the theory of electrical components as they relate to automobiles; the diagnosis, testing, service and repair of batteries, starting systems and charging systems, lighting systems and instrumentation. Prerequisites: None.

APT181* 6 Credits
Engine Performance and Diagnosis I
Designed for beginning automotive students. Engine construction and operating principles, including lubrication, cooling, induction, exhaust, fuel, emission and ignition systems. Includes training in diagnosis, testing, service, and repair. Prerequisites: None.

APT262* 4 Credits
Auto Electrical/Electronic Systems II
Designed for experienced students. Electrical accessory circuits including horns, wipers, defoggers, automatic door locks, power mirrors, power windows and power seats. Also introduction to body computers, advanced lighting circuits and instrumentation, and chassis electronic control systems. Includes training in diagnosis, testing, service, and repair. Prerequisites: APT161 or instructor permission.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

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<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APT282*</td>
<td>6</td>
<td>Engine Performance and Diagnosis II&lt;br&gt;Designed for the experienced engine performance student. Training in fuel systems, emission systems, distributorless ignition systems, turbocharging, computerized engine controls and engine driveability. Includes training in diagnosis, testing, service and repair. Prerequisites: APT181 or instructor permission.</td>
</tr>
<tr>
<td>AUT101AA*</td>
<td>3</td>
<td>Internal Combustion Engines Theory&lt;br&gt;Study of construction and operating principles of internal combustion engines and related lubrication, cooling, fuel, and electrical systems. Prerequisites: None.</td>
</tr>
<tr>
<td>AUT103BD*</td>
<td>1</td>
<td>Ignition Systems&lt;br&gt;Diagnosis, service, and reconditioning procedures for automotive ignition systems. Prerequisites: Permission of instructor.</td>
</tr>
<tr>
<td>AUT107AA*</td>
<td>3</td>
<td>Automotive Air Conditioning&lt;br&gt;The theory and principles of refrigeration and air conditioning. Training in diagnosis, servicing, and reconditioning procedures of automotive air conditioning systems. Prerequisites: None.</td>
</tr>
<tr>
<td>AUT109AA*</td>
<td>3</td>
<td>Automotive Brake Systems&lt;br&gt;The fundamentals and principles of hydraulics and automotive braking systems. Diagnosis, service, and reconditioning procedures of automotive braking systems. Prerequisites: None.</td>
</tr>
<tr>
<td>AUT210AA*</td>
<td>3</td>
<td>Automotive Emission Systems&lt;br&gt;Automotive emissions control systems and methods of emissions measurement. Diagnostic practices as suggested by the manufacturers and the related service of emissions control devices. Prerequisites: (AUT103AA and AUT104AA), or permission of instructor.</td>
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</table>

### Behavioral Health Services Technology (BHS)

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<th>Course Code</th>
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<tbody>
<tr>
<td>BHS205</td>
<td>3</td>
<td>Therapeutic Intervention Models&lt;br&gt;Familiarization with at least five models of therapeutic intervention. Defines the key concepts, therapeutic process, techniques and procedures of each model. Prerequisites: BHS105 or CHD102 or permission of Department or Division.</td>
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</table>

### Biology (BIO)

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIO100</td>
<td>4</td>
<td>Biology Concepts&lt;br&gt;A one-semester introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Field trips may be required at students’ expense. Prerequisites: None.</td>
</tr>
<tr>
<td>BIO105</td>
<td>4</td>
<td>Environmental Biology&lt;br&gt;Fundamentals of ecology and their relevance to human impact on natural ecosystems. Field trips may be required at students’ expense. Prerequisites: None.</td>
</tr>
<tr>
<td>BIO107*</td>
<td>4</td>
<td>Introduction to Biotechnology&lt;br&gt;Introduction to biotechnology and its global impact on society. Covers applications, laboratory techniques, limitations and the international economic benefits, risks, and legal and moral issues associated with biotechnology. Prerequisites: None.</td>
</tr>
<tr>
<td>BIO145</td>
<td>4</td>
<td>Marine Biology&lt;br&gt;A survey of marine environments and their biotic communities with emphasis on the natural history of marine organisms. Prerequisites: None.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**BIO156**  
**Introductory Biology for Allied Health**  
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: Grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by appropriate reading placement test score. One year high school chemistry or one semester of college-level chemistry recommended.

**BIO160**  
**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.

**BIO162**  
**Microbiology Concepts for Allied Health**  
Types of microorganisms. Principles of growth and reproduction for specific types of microorganisms. Chain of disease transmission and defense mechanisms. Use of compound microscope. Safe handling and culturing of specific microbes. Methods of sterilization and use of disinfectants and chemotherapeutic agents. Prerequisites: None.

**BIO201**  
**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: (BIO156 or BIO181 with a grade of “C” or better or one year of High School biology with a grade of “C” or better) and (a grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by reading placement test score). CHM130 or higher or one year of High School chemistry suggested but not required.

**BIO202**  
**Human Anatomy and Physiology II**  
Continuation of structure and function of the human body. Topics include endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems; and fluid and electrolyte balance. Prerequisites: A grade of “C” or better in BIO201.

**BIO205**  
**Microbiology**  
Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: (BIO156 or BIO181 with a grade of “C” or better or one year of High School biology with a grade of “C” or better) and (a grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by reading placement test score). CHM130 or higher or one year of High School chemistry suggested but not required.

**Building Safety and Construction Technology (BLT)**

**BLT131**  
**Applied Electric Codes**  
National Electric Code (NEC) administration and application. NEC requirements for safe installation of system control equipment and design of electric utilization systems. Identification of wiring systems and permitted uses. Application of NEC requirements for hazardous locations, specific occupancies, and special uses of electric equipment. Prerequisites: None.

**Business-Personal Computers (BPC)**

For a list of course descriptions, see Computers.

**Career and Technical Education (CTE)**

**CTE200**  
**Career and Technical Education: Principles, Philosophy and Student Organizations**  
Examination of the role of career and technical educational (CTE) pathways as they relate to workforce development. Overview of career and technical student organizations (CTSO), occupational clusters, development and role of career and technical education, philosophy, history and impact of federal funding revenue streams, and career and technical delivery system. Prerequisites: None. Course Notes: CTE200 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CTE210 3 Credits
Career and Technical Education: Teaching Methods and Curriculum Development
Overview and practical application of teaching methodology and curriculum development for secondary education career and technical education teachers. Teaching strategies and learning styles covered. Curriculum design/mapping, lesson objectives, time management skills, teaching resources, and Arizona Department of Education Career and Technical Curriculum Framework Standards also included. Prerequisites: None. Course Notes: CTE210 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE220 4 Credits
Career and Technical Education: Classroom Management and Lab Safety
Classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation, and learning styles covered. Essentials of lab safety issues, including regulatory agencies and policies. State Board of Education Professional Teaching Standards emphasized. Prerequisites: None. Course Notes: CTE220 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE230 2 Credits
Career and Technical Education: Instructional Technology
Exploration of the use of instructional technology in career and technical education. Including history of technology in education, teacher and student technology standards, landmark studies related to using technology in education, and utilization of technology in the classroom. Local, state, and national standards, including career and technical standards for education covered, as well as identification of professional development opportunities. Prerequisites: None. Course Notes: CTE230 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE240 2 Credits
Career and Technical Education: Designing, Implementing and Managing Student Organizations
Overview of Career and Technical Student Organizations (CTSO). Examination of historical perspectives, recruitment, and retention of student members and implications of state and federal CTSO standards. Emphasis on funding organizations and fiscal responsibility, with focus on developing and conducting student activities. Prerequisites: None. Course Notes: Coursework intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE250 3 Credits
Career and Technical Education: Principles and Practices of Cooperative Education Programs
Examines high school cooperative education programs. Emphasis on state and federal youth employment laws, work-based learning principles, workplace standards, and criteria related to career and technical education cooperative programs. Prerequisites: None. Course Notes: Endorsement is required for individuals who coordinate or teach Career and Technical Education cooperative education.

CTE260AA 1 Credit
Contemporary Issues in Career and Technical Education
Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AA may be repeated for credit.

CTE260AB 2 Credits
Contemporary Issues in Career and Technical Education
Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AB may be repeated for credit.

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Course Descriptions

**CTE260AC** 3 Credits

**Contemporary Issues in Career and Technical Education**

Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AC may be repeated for credit.

**Chemistry (CHM)**

**CHM107** 3 Credits

**Chemistry and Society**

A survey of chemistry and its impact on the environment. Completion of CHM107LL required to meet the Natural Science requirement. Prerequisites: None.

**CHM107LL** 1 Credit

**Chemistry and Society Laboratory**

Laboratory experience in support of CHM107. Prerequisites or Corequisites: CHM107.

**CHM130** 3 Credits

**Fundamental Chemistry**

A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Designed to meet needs of students in such diverse areas as agriculture, nursing, home economics, physical education and water technology. Prerequisites: Grade of “C” or better in CHM090, or MAT090, or MAT092, or MAT093, or MAT102, or (MAT103AA and MAT103AB), or satisfactory score on math placement exam.

**CHM130LL** 1 Credit

**Fundamental Chemistry Laboratory**

Laboratory experience in support of CHM130. Prerequisites or Corequisites: CHM130

**CHM130 & CHM130LL**

**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: Grade of “C” or better in CHM090; or one year of high school chemistry with a grade of “C” or better; or MAT092 or MAT102 or satisfactory score on placement exam.

**CHM138LL** 1 Credit

**Chemistry for Allied Health Laboratory**

Laboratory experience in support of CHM138, Chemistry of Allied Health. Prerequisites: None. Corequisites: CHM138.

**CHM151** 3 Credits

**General Chemistry I**

Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: (CHM130 and CHM130LL), or (one year of high school chemistry with a grade of C or better taken within the last five years), and completion of intermediate algebra or equivalent. Completion of all prerequisites within the last two years is recommended. Course Notes: Students may receive credit for only one of the following: CHM150 or CHM151.

**CHM151LL** 1 Credit

**General Chemistry I Laboratory**

Laboratory experience in support of CHM151. Prerequisites: CHM130LL or permission of instructor. Prerequisites or Corequisites: CHM150 or CHM151.

**CHM151 & CHM151LL**

**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. Completion of CHM152LL required to meet the Natural Science requirement. Prerequisites: CHM150 or CHM151 and CHM151LL. Completion of CHM150 or CHM151 and CHM151LL within the last two years recommended.
**Course Descriptions**

**CHM152LL**  
*General Chemistry II Laboratory*  
Laboratory experience in support of CHM152. Prerequisites: CHM151LL or permission of instructor. Prerequisites or Corequisites: CHM152.  
CHM152 & CHM152LL are: **SUN** CHM1152

**Child/Family Studies (CFS)**

**CFS120**  
*Contemporary Issues In Early Childhood*  
Designed to develop understanding of a broad range of contemporary issues that impact the child in today's society. Course directed at pre-service and in-service professionals. Prerequisites: None. Course Notes: CFS/ECH120 may be repeated for credit.

**CFS123**  
*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**  
*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.

**CFS140**  
*Special Topics: Child and Family Studies*  
Explores special topics related to child and family studies. Topics vary and include concepts relevant to those pursuing careers in or employed in early childhood care or to those working with families in programs, agencies, organizations, and resource centers that provide services to families. Prerequisites: None. Course Notes: May be repeated for a total of two (2) credit hours with change of topic.

**CFS157**  
*Marrige and Family Life*  
Study of marriage and the family as a social system, including models of family analysis, intra- and interpersonal relations, and cross-cultural and historical patterns. Prerequisites: None.

**CFS159**  
*The Modern Family*  
An examination of the modern American family. Special emphasis on the changing functions and roles of individuals within today's society and an analysis of the basic problems confronting the family, including alternative family styles. Prerequisites: None.

**CFS163**  
*Family Child Care: Introduction to Business Management*  
Emphasis on small business management and effective policies and procedures for family child care providers. Licensing, legal, and regulatory issues in a home setting are examined. Prerequisites: None.

**CFS163AA**  
*Family Child Care: Business Planning*  
Issues of how effective business plans impact the financial stability of family child care businesses. Strategies for lowering liabilities and potential business risks are explored. Regulatory agencies are examined. Prerequisites: None.

**CFS164**  
*Family Child Care: Curriculum and Environment*  
Family child care planning for multi-age groupings of children through age eight. Role of the environment as well as various curriculum programs will be explored and evaluated. Exploration of culturally rich, inclusive and child-centered environment in his/her own child care setting. Issues of professionalism, family partnerships, observation, guidance, and health/safety practices are examined. Prerequisites: None.

**CFS164AA**  
*Family Child Care: The Environment*  
Family child care environments for multi-age groupings of children through age eight. Exploration of culturally rich, inclusive, and child-centered environment in his/her own child care setting. Issues of health/safety practices are examined. Prerequisites: None.

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# Course Descriptions

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<tbody>
<tr>
<td>CFS164AB</td>
<td>1</td>
<td>Family Child Care: Programming, Guidance and Observation</td>
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<tr>
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<td></td>
<td>Family child care programming for multi-age groupings of children through age eight. Various curriculum programs will be explored and evaluated. Issues of observation and guidance are examined. Prerequisites: None.</td>
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<tr>
<td>CFS164AC</td>
<td>1</td>
<td>Family Child Care: Family Partnerships and Professionalism</td>
</tr>
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<td>Issues of professionalism, family partnerships, communication, and ethical practices are examined. Prerequisites: None.</td>
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<tr>
<td>CFS167</td>
<td>3</td>
<td>School-Age Child Care Provider</td>
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<td>Issues related to school-age child care. Past, current, and future trends; regulations, insurance liabilities and coverage, shared facilities, and community resources. Techniques for managing/administering services and personnel, communicating with parents, and evaluating the care/program. Planning and scheduling the school-age program. Includes overview of child growth and development, types of routines and activity schedules. Prerequisites: None.</td>
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<tr>
<td>CFS176</td>
<td>3</td>
<td>Child Development</td>
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<td>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.</td>
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<tr>
<td>CFS178</td>
<td>3</td>
<td>Survey of Early Childhood Education</td>
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<td></td>
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<td>Orientation to basic concepts of day care and nursery programs. History and philosophy of child care services including state regulations governing those services. Observation opportunities provided. Prerequisites: None.</td>
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<tr>
<td>CFS181</td>
<td>3</td>
<td>Enhancing Infant and Toddler Development</td>
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<td>Principles of development in children from birth through 30 months. Emphasis on individuality of child and the adult role in providing a safe and stimulating environment for the development of the child. Prerequisites: None.</td>
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<tr>
<td>CFS183</td>
<td>3</td>
<td>Contemporary Issues in Adolescence</td>
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<td>Current issues that impact adolescent development and behavior explored. Comprehensive and specific strategies for addressing these issues as parents or professionals working with teens emphasized. Issues related to adolescent sexuality, abuse, mental health, violence, and risk behaviors included. Prerequisites: None.</td>
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<tr>
<td>CFS190</td>
<td>3</td>
<td>Home-Based Visitation</td>
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<td>Emphasis on development of skills needed to successfully complete home-based client visitation. Opportunities for field-based observations provided. Prerequisites: None.</td>
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<td>CFS192</td>
<td>1</td>
<td>Child Care Center Staff Development</td>
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<td>Presents strategies to administrators and supervisors in child care centers for developing the personal and professional growth of child care staff. Prerequisites: None.</td>
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<td>CFS193</td>
<td>1</td>
<td>Financial Management in Child Care Centers</td>
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<tr>
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<td>Provides strategies for financial management and administration of finances in a child care center. Specific concerns of participants addressed. Prerequisites: None.</td>
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<tr>
<td>CFS194AA</td>
<td>1</td>
<td>Early Childhood Program Management: Staffing and Managing</td>
</tr>
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<td>Methods and techniques for recruiting, staffing, and managing in early childhood programs. Prerequisites: None.</td>
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<tr>
<td>CFS194AB</td>
<td>1</td>
<td>Early Childhood Program Management: Human Relations</td>
</tr>
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<td></td>
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<td>Basic human relations in early childhood organizations and the influence of the individual's personal needs on the overall needs and objectives of the organization. Prerequisites: None.</td>
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<tbody>
<tr>
<td>CFS194AC</td>
<td>1</td>
<td>Early Childhood Program Management: Organizational Structure</td>
</tr>
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<td></td>
<td>Provides a broad perspective of the organizational life of an early childhood environment. Prerequisites: None.</td>
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</tbody>
</table>

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# Course Descriptions

**CFS195  1 Credit**  
**Early Childhood Personnel Supervision**  
Covers supervision concepts and applications for early childhood programs. Prerequisites: None.

**CFS196  1 Credit**  
**Ethics and the Early Childhood Educator**  
Ethical issues in the early childhood field. Prerequisites: None.

**CFS204  1 Credit**  
**Reflective Supervision**  
Reflective supervisory processes to enhance learning and professional development. Includes professional development stages to provide supervisors with tools to support professional growth. Also covers challenges and barriers to the supervisor and employee/practitioner relationship. Prerequisites: None.

**CFS205  3 Credits**  
**Human Development**  
Explores the growth and development process over the human life span. Research and theoretical approaches: physical, cognitive, social, and personality development from birth through adulthood and death. Prerequisites: None.

**CFS206  3 Credits**  
**Child and Family Organizations: Management and Administration**  
Examination of management and administration of community-based child and family organizations within the context of organizational behaviors. Focus on attributes of effective organizations: the impact of organizational culture and learning, work-place diversity and employee motivation. Prerequisites: None.

**CFS207  3 Credits**  
**Organization and Community Leadership in Child and Family Organizations**  
Examination of organization and community leadership as it applies to the management and administration of community-based child and family services organizations. Provides overview of leadership styles and function. Prerequisites: None.

**CFS208  3 Credits**  
**Child and Family Organizations: Fiscal Management and Grant Writing**  
Examination of fiscal accountability and resource development as it applies to the management and administration of community-based child and family social service organizations. Provides overview of grant development processes beginning with research into governmental and private funding sources through fiscal and grant audit processes. Includes budget development, risk management, and cost control issues. Prerequisites: None.

**CFS209  3 Credits**  
**Child and Family Organizations: Project Management**  
Focuses on concepts and strategies associated with effective project management in community-based child and family organizations. Emphasis on planning, evaluation and project management models. Prerequisites: None.

**CFS210  3 Credits**  
**Family Life Education**  
Provides an overview of the professional work within the field of family life education. Emphasis on developing flexible, culturally sensitive and effective professional skills. Prerequisites: None.

**CFS220  3 Credits**  
**Introduction to Parenting and Family Development**  
Overview of the field of family and parent development. Focuses on parenthood as a developmental process and cultural influences on child rearing. A family systems perspective introduced and applied to understanding families with children. Prerequisites: None.

**CFS225  3 Credits**  
**Foundations of Parent Education**  
Professional development as related to work with parents. Emphasis on developing effective skills with parents, professionals and paraprofessionals involved with the child. Skills and techniques to facilitate and strengthen the individual and family relationships. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

<table>
<thead>
<tr>
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<tr>
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<td>Sexuality over the Life Span</td>
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**CFS235 Developing Child: Theory into Practice, Prenatal - Age 8**
Understanding and working with young children, birth through age 8. Analysis of young children's physical, social, emotional, cognitive and linguistic development within their home, school, and cultural contexts. Typical and atypical development. Implications for teachers and parents. Emphasis on observations and planning curriculum based on theories, research, and child-specific data. Prerequisites: None.

**CFS240 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 Cross-Cultural Parenting**
Focus on the study of parents and children from a cross-cultural position. Emphasis on parenting styles and practices from a cultural directive and expectation perspective. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

**CFS247 Family Ties and Aging**

**CFS249 Transition to Adulthood**
Emphasis on major elements of the transition to adulthood and key links to changes in family relationships. Focus on the realignment of intergenerational relationships and reassessment of family priorities. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

**CFS250 Social Policy and Families**
Examines the impact of social policy on family systems and the implications for professional roles and practice. Prerequisites: None.

**CFS251 Transitions: Work to Retirement**
Explores the work to retirement transitional issues that impact individuals and families. Emphasis on physical, cognitive and psychosocial dimensions of retirement. Prerequisites: None.

**CFS252 Contemporary Issues in Aging**
Current issues that impact aging development and behavior explored. Comprehensive and specific strategies for addressing these issues for professionals working with aging adults emphasized. Prerequisites: None.

**CFS258 Families in Society**
Areas of concentration include family transition, diversity in structure and culture faced by contemporary families, problems, crisis and change affecting the stress on families as our society progresses into a more complicated future. The study of change as an integral part of all family's day-to-day experiences while recognizing that family ancestral and cultural dimensions are fundamental for all family groupings. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: CFS157 and CFS259, or permission of instructor.

**CFS259 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. Student must be 18 years or older.

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*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

### CFS269 1 Credit
**Child Care Seminar**
Emphasizes the blend of job-related activities including career exploration, employment procedures, human relations, and on-the-job issues. Prerequisites: Departmental approval. Course Notes: CFS/ECH269 may be repeated for a total of three (3) credit hours.

### CFS277 3 Credits
**Adult-Adolescent Interaction**
Prepares social service workers, teachers, and parents to interact effectively with teenagers. Develops understanding of the interaction between adolescents and their families. Teaches practical strategies to deal with specific problem areas. Prerequisites: None.

### CFS285AA 1 Credit
**Family-School Interaction: Preschool**
Interaction among parents, teachers and the preschool. Emphasis on methods used cooperatively by parents and preschool teachers to provide for education and developmental needs. Prerequisites: CFS/ECH176 or CFS278 or permission of instructor.

### Chinese (CHI)

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<tr>
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<tr>
<td>CHI101</td>
<td>5</td>
<td>Elementary Chinese (Mandarin) I</td>
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<tr>
<td>CHI102</td>
<td>5</td>
<td>Elementary Chinese (Mandarin) II</td>
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<tr>
<td>CHI201</td>
<td>5</td>
<td>Intermediate Chinese I</td>
</tr>
<tr>
<td>CHI202</td>
<td>5</td>
<td>Intermediate Chinese II</td>
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### Clinical Dental Assisting (CDA)
For a list of course descriptions, see Dental Assisting.

### Communication (COM)

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<td>COM100</td>
<td>3</td>
<td>Introduction to Human Communication</td>
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<tr>
<td>COM110</td>
<td>3</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COM225</td>
<td>3</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>COM230</td>
<td>3</td>
<td>Small Group Communication</td>
</tr>
</tbody>
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*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

COM259  3 Credits
Communication in Business and Professions
Interpersonal, group, and public communication in business and professional organizations. Emphasis on oral communication. Prerequisites: ENG101, or ENG107, or equivalent.

COM263  3 Credits
Elements of Intercultural Communication
Basic concepts, principles, and skills for improving oral communication between persons from different minority, racial, ethnic, and cultural backgrounds. Prerequisites: None.

COM271*  3 Credits
Voice and Diction
Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None.

COM298AA  1 Credit
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

CDH110*  1 Credit
Oral Health Communication
Overview of oral health communication and oral health literacy for the Community Dental Health Coordinator. Impact of oral health literacy on one's health emphasized. Includes communication strategies, verbal and nonverbal communication skills. Prerequisites: Permission of Department or Division. Course Notes: CDH110 requires an approved clinical practicum site.

CDH115*  2 Credits
Interviewing Skills for Dental Health Advocate
Overview of patient assessment interviewing skills for the Community Dental Health Coordinator. Covers motivational interviewing, human behaviors, and health concepts emphasizing oral health. Patient assessment, feedback, education, and behavior change interventions for dental patients included. Prerequisites: Permission of Department or Division.

CDH120*  2 Credits
Dental Health Coordination, Documentation and Reporting
Overview of coordination, documentation and reporting approaches for working with families as well as individuals. Includes family assessment, case documentation and overview of the services system. Also covers health care finance, the referral process and components of case management. Prerequisites: Permission of Department or Division.

CDH125*  2 Credits
Dental Health Teaching and Learning Skills
Overview of teaching and learning skills as they apply to the Dental Health field. Includes teaching and learning techniques, goal setting and critical thinking. Also covers internet usage and safety as well as an introduction to concepts of Life Long Learning. Prerequisites: Permission of Department or Division.

CDH130*  2 Credits
Dental Health Legal and Ethical Issues
Overview of legal and ethical issues in relation to the Community Dental Health Coordinator (CDHC). Covers policy, confidentiality and liability as well as Health Insurance Portability and Accountability Act (HIPAA) regulations. Also includes consumer protection and professional conduct. Prerequisites: Permission of Department or Division.

Community Dental Health (CDH)

CDH105*  3 Credits
Dental Health Advocacy and Outreach
Overview of Community Health Worker and the Community Dental Health Coordinator responsibilities. Includes advocacy concepts, process of advocacy in the community, and assisting underserved local populations in health and social services. Development of a personal health and wellness plan covered. Community outreach topics and strategies emphasized. Prerequisites: Permission of Department or Division. Course Notes: CDH105 requires an approved clinical practicum site.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

**CDH205* 5 Credits**  
*Introduction to Dentistry*  
Introduction to clinical dental sciences. Emphasis on dental anatomy, general microbiology, infection control, and oral pathology. History of dentistry and dental organizations also covered. Prerequisites: Permission of Department or Division. Course Notes: CDH205 requires an approved clinical practicum site.

**CDH210* 8 Credits**  
*Dental Health Screening and Classification*  
Dental health screening and classification procedures. Includes data collection, patient screening techniques and the development of preventive plans. Also covers the physics and biology of radiation as well as procedures for completing various types of radiographs. Emphasis on safety including radiation exposure, universal infection control and patient management. Prerequisites: Permission of Department or Division.

**CDH215* 3 Credits**  
*Prevention of Dental Caries*  
Information and procedures for the prevention of dental caries. Includes risk factors and caries control as well as fluoride preparation and application. Also covers development of an Oral Hygiene Improvement Plan (OHIP) in addition to an introduction to dietary practices, nutritional literacy and use of effective recall systems. Prerequisites: Permission of Department or Division.

**CDH220* 3 Credits**  
*Prevention of Periodontal Disease*  
Education and procedures used in the prevention of periodontal disease. Includes soft deposits, calculus and identification of tissue changes as well as characteristics of the most common types of periodontal disease. Also covers oral cancer treatment and use of sickle scalers for performing gross debridement. Coronal polishing also discussed. Prerequisites: Permission of Department or Division.

**CDH225* 1 Credit**  
*Prevention of Oral Cancer*  
Procedures for screening for oral cancer. Includes oral cancer signs and symptoms as well as identification of abnormal tissues. Also covers the affect of tobacco and alcohol abuse and the design of cessation/reduction plans. Prerequisites: Permission of Department or Division.

**CDH230* 3 Credits**  
*Palliative Care*  
Patient care and temporization of cavities. Includes procedures for use of temporary/interim restorative materials for single and multiple surface cavities. Prerequisites: Permission of Department or Division.

**CDH240* 0.5 Credit**  
*Dental Care Finance*  
Procedures for determining dental care payment eligibility. Covers public financing available to clients as well as non-governmental third party insurance. Prerequisites: Permission of Department or Division.

**CDH245* 7 Credits**  
*Community Dental Health Coordinator Internship*  
Practical application of the Community Dental Health Coordinator (CDHC) skills in an internship setting. Includes knowledge and skills required to organize, develop and manage integrated dental care in community-based clinics within practice standards. Prerequisites: None. Course Notes: CDH245 may be repeated for a total of fourteen (14) credits.

### Computer Information Systems (CIS)

For a list of course descriptions, see Computers.

### Computer Science (CSC)

For a list of course descriptions, see Computers.

### Computers (BPC, CCT, CIS, CSC)

**BPC110 3 Credits**  
*Computer Usage and Applications*  
Introduction to business and personal computer operations and usage. Software applications for analyzing and solving business problems including word processing, spreadsheet, database, and presentation graphics. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

BPC119* 1 Credit
Basic Data Entry Activities
Development of speed and accuracy of data entry skills. Includes vocabulary, keyboard drills, and data entry simulations. Prerequisites: (BPC111AA or OAS111AA or OAS101AA) or permission of instructor, OAS118 recommended but not required.

BPC125 1 Credit
Microcomputer Set Up and Maintenance
How to install and maintain a microcomputer (personal computer). Steps used to set up a new or add options to a previously installed microcomputer. Installation of internal options (memory, graphics, modems, etc.), as well as external options and devices (printers, monitors, communications, etc.). Troubleshoot (identify and repair or have repaired) microcomputer problems. Prerequisites: None.

BPC128* 1 Credit
Introduction to Desktop Publishing
Presents basic concepts of commercially prepared software used to do desktop publishing. Incorporates a combination of narrative and pictorial/graphic creation and presentation, including set-up, text entry, graphic generation, text and graphic merging, and other computer-based functions. Prerequisites: None.

BPC138AA 3 Credits
Windows Desktop Design and Publishing
Use of Windows-based microcomputers and appropriate commercial software package to compose and print textual and graphic materials of high quality. Includes overview of micro operating system, word processing of copy, use of graphics programs, layout of design elements, and printing alternatives. Prerequisites: CIS105 or BPC110 or permission of instructor.

BPC170 3 Credits
Computer Maintenance I: A+ Essentials Prep
Technical aspects of the microcomputer, including system setup (hardware and software) and basic troubleshooting. Emphasis on basic troubleshooting, use of tools, hardware components and hardware/software interfacing. Prerequisites: CIS105 or permission of instructor.

BPC225 1 Credit
Computer Configuration and Enhancement
Configuration and enhancement of a computer. Emphasis on configuration of hardware and software to optimize computer performance. Includes memory configuration and the identification and troubleshooting of configuration problems. Prerequisites: BPC125 or permission of instructor.

BPC270* 3 Credits
Computer Maintenance II: A+ Technician Prep
Advanced technical aspects of maintaining and servicing computers. Emphasis placed on installation, periodic maintenance, diagnosis, and/or problem resolution. Helps prepare students for the CompTIA A+ technician examinations including Information Technology (IT) field technician, remote support technician and bench technician. Prerequisites: BPC170 with grade of C or better, or permission of instructor.

BPC278 3 Credits
Software Installation - MS Windows
Installing and configuring microcomputer software. Emphasis placed on the installation, configuration, upgrade, and related problem resolution of microcomputer operating system and applications software. Prerequisites: CIS105, BPC/CIS114 (any module whose course number suffix begins with a D), BPC/CIS117 (any module whose course number suffix begins with a D), and BPC170 with grade of C or better, or permission of instructor.

CCT101* 1 Credit
Computer Technology
Overview of computer technology. Includes hardware, software, and networks in addition to server function. Also covers internet search engines and websites in addition to computer security measures. Prerequisites: None.

CIS105 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.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**CIS113DE**  
3 Credits  
**Microsoft Word: Word Processing**  
Using word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents. Prerequisites: None.

**CIS114DE**  
3 Credits  
**Excel Spreadsheet**  
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, projections, macro programming, database searching, extraction, linking, statistics, and matrix manipulation. Production of graphs and reports. Project design using multiple, integrated spreadsheets. Prerequisites: None.

**CIS117DM**  
3 Credits  
**Microsoft Access: Database Management**  
Introduction to the basic elements, exploration of additional components and common database management problems related to the Microsoft Access program. Prerequisites: None. Course Notes: Combines the contents of BPC/CIS117AM and BPC/CIS117BM and BPC/CIS117CM.

**CIS118AB**  
1 Credit  
**PowerPoint: Level I**  
Use of Powerpoint software to produce professional-quality presentation visuals. Prerequisites: None.

**CIS118BB**  
1 Credit  
**PowerPoint: Level II**  
Use of Powerpoint software to add movement and sound to desktop presentations to enhance audience attention. Prerequisites: BPC/CIS118AB.

**CIS120DB**  
3 Credits  
**Computer Graphics: Adobe Illustrator**  
Provides students with the capability to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics, and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.

**CIS120DC**  
3 Credits  
**Flash: Digital Animation**  
Provides students with the ability to use Flash graphics software on microcomputers. Covers basic animation techniques used in the creation, manipulation, and editing of Flash animation graphics. Prerequisites: None.

**CIS120DF**  
3 Credits  
**Computer Graphics: Adobe Photoshop**  
Provides students with the capability to use Adobe Photoshop graphics software on a computer. Basic foundation course in the use of electronic techniques to select, manipulate, edit images, work with masks, channels and layers; combine raster and vector graphics; print in color, manage color, and create graphics for the web. 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.

**CIS122AE**  
1 Credit  
**Windows Operating System: Level II**  
Additional capabilities of the Windows program that configure devices and customize the presentation of the operating system. System tools, control panel utilities, the My Computer, Network Neighborhood, and Microsoft Exchange desktop icons. Other helpful utilities presented. Prerequisites: CIS121AE or permission of instructor.

**CIS124AA**  
1 Credit  
**Project Management Software: Level I**  
Utilization of project management software packages by manages and advanced business students to solve critical management planning tasks. Evaluation of management opportunities utilizing software packages to monitor project progress and resource allocation. Includes “what-if” analyses, and preparation of management reports. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CIS124BA 1 Credit
Project Management Software: Level II
Advanced use of project management software. Covers features and functions to solve critical management planning tasks. Project communications, scheduling, resource allocation, tracking processes and importing and exporting data also covered. Project consolidation emphasized. Prerequisites: CIS124AA or permission of instructor.

CIS133AA 1 Credit
Internet/Web Development Level I-A
Overview of the Internet and its resources. Hands-on experience with various Internet communication tools. Prerequisites: None.

CIS133BA 1 Credit
Internet/Web Development Level I-B
Exploration of additional Internet resources. Hands-on experience with a variety of resource discovery and information retrieval tools as well as enhancement of Web pages. Prerequisites: CIS133AA.

CIS133CA 1 Credit
Internet/Web Development Level I-C
Web site development using enhancement codes. Includes frames, style sheets and javascript as well as design principles and typography. Prerequisites: CIS133BA.

CIS133DA 3 Credits
Internet/Web Development Level I
Overview of the Internet/WWW and its resources. Hands-on experience with various Internet/WWW communication, resource discovery, and information retrieval tools. Web page development also included. Prerequisites: None.

CIS138DA 3 Credits
Desktop Design and Publishing Using Adobe InDesign
Use of Adobe InDesign to compose and print textual and graphic materials of high quality. Includes word processing of copy, use of graphics programs, layout of design elements, printing alternatives, and file formats. Prerequisites: CIS105, or BPC110, or permission of instructor.

CIS140 2 Credits
Survey of Multimedia Technology
Introduction to multimedia technology and its uses. Overview of the various hardware and software used in developing and delivering multimedia. Emphasis on how multimedia is used in education and training. Provides a basic understanding of the process used to define and develop multimedia applications. Prerequisites: CIS105, or permission of instructor.

CIS150 3 Credits
Programming Fundamentals
Structured program design and logic tools. Use of computer problems to demonstrate and teach concepts using appropriate programming language. Prerequisites: CIS105 or permission of instructor.

CIS151* 3 Credits
Computer Game Development -Level I
Introduction to object-oriented game development, game design, and game theory. Use of computer software to demonstrate and teach concepts using an appropriate game development platform to model real-time simulations and create computer games using object oriented tools. Introduction to developing PC games, educational software, and training software using windows based object oriented developments tools. Prerequisites: CIS105 or permission of Instructor.

CIS159 3 Credits
Visual Basic Programming I
Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: CIS105 or permission of instructor.

CIS162AB* 3 Credits
C++: Level I
Introduction to C++ programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105 or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CIS162AD 3 Credits
C#: Level I
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105, or permission of instructor.

CIS163AA 3 Credits
Java Programming: Level I
Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming. Prerequisites: CIS105, or permission of instructor.

CIS190 3 Credits
Introduction to Local Area Networks
Overview of local area networks. Emphasis on the elements of a local area network, current issues and products, and use of local area network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Prerequisites: CIS105 or permission of instructor.

CIS213DE 3 Credits
Advanced Microsoft Word: Word Processing
Using advanced word processing software features to perform tasks such as mail merge, collaboration, web pages, math functions, macros, photo enhancements, graphics, tables, forms and manage long documents. Prerequisites: CIS113DE or (CIS113AE and CIS113BE and CIS113CE) or permission of Instructor.

CIS214DE 3 Credits
Advanced Excel Spreadsheet: Level II
Advanced Excel spreadsheet features including formatting techniques, macros and Visual Basic for applications. Templates, built-in functions and lists as well as analysis tools including Pivot Tables and Goal Seek covered. Import and export data, workgroup collaboration and Internet features of Excel emphasized. Prerequisites: CIS114DE or permission of instructor.

CIS217AM 3 Credits
Advanced Microsoft Access: Database Management
Advanced database concepts including database design, primary and secondary key selection and relationships between tables. Queries, sub forms, macros, events, Visual Basic modules and Access Internet features also covered. Prerequisites: (CIS117DM or CIS117CM).

CIS220DF 3 Credits
Advanced PhotoShop
Goes beyond the basic use of palettes, selections, layers, menus, and tool options, and focuses on using PhotoShop software's advanced features to manipulate and correct digital and digitally produced images. Prerequisites: (CIS120AF, CIS120BF and CIS120CF) or CIS120DF, or permission of instructor.

CIS225 3 Credits
Business Systems Analysis and Design
Investigation, analysis, design, implementation and evaluation of business computer systems. Prerequisites: Any programming language or permission of instructor.

CIS233DA 3 Credits
Internet/Web Development Level II
Design and create pages on the World Wide Web with a variety of markup languages, programming languages, scripts, and multimedia. Hands-on experience authoring and preparing sophisticated web documents. Exploration of best practices/issues for web design and publishing and careers in web development and e-commerce. Prerequisites: BPC/CIS133CA or BPC/CIS133DA or permission of instructor.

CIS233DC 3 Credits
Internet Web Development: Dreamweaver
Design and development of comprehensive and interactive websites using Dreamweaver. Hands-on experience designing, developing, testing, and publishing web documents that contain various client-side web technologies. Prerequisites: CIS133CA, or CIS133DA, or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CIS235 3 Credits
e-Commerce
Introduction to Electronic Commerce on the Internet. Designing an electronic storefront including web page content and development, e-commerce site marketing, advertisement, legal and security considerations, credit card and other debit transaction covered. Also includes current issues in e-commerce. Prerequisites: CIS133CA, or CIS133DA, or permission of instructor.

CIS240 3 Credits
Local Area Network Planning and Design
Analysis of the needs and requirements for a local area network (LAN). Emphasis on basic systems analysis and design for a local area network, selection of appropriate hardware and software components. Includes current and future issues, needs analysis, cost estimation, selection of connectivity and network components, and issues relating to access, security and support. Prerequisites: CIS190, or MST140, or permission of instructor.

CIS250 3 Credits
Management of Information Systems
The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: CIS105.

CIS259 3 Credits
Visual Basic Programming II
Use of the Visual Basic programming language to identify and solve advanced problems using suitable examples from business or other disciplines. Prerequisites: CIS159 or permission of instructor.

CIS262AD 3 Credits
C# Level II
Advanced C# programming with emphasis on data structures, dynamic memory allocation, object-oriented programming, user interfaces, and database processing. Overview of web applications, network programming, and reporting tools. Prerequisites: CIS162AD, or permission of instructor.

CIS263AA 3 Credits
Java Programming: Level II
Intermediate Java Programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: CIS163AA or permission of instructor.

CIS280 3 Credits
Current Topics in Computing
Critical inquiry of current topics in computing. Application of industry trends to solve problems and/or investigate issues. Prerequisites: None.

CIS288 2 Credits
Digital Design Portfolio
Procedures for compiling, evaluating, and selecting prior learning experiences and artifacts for a digital portfolio. Covers techniques for the design, production, and publishing of an online portfolio documenting prior learning. Includes techniques for presenting the digital portfolio for evaluation. Prerequisites: BPC/CIS133DA and (BPC/CIS120DB or BPC/CIS120DF or BPC/CIS138DA) or permission of Instructor.

CSC100* 3 Credits
Introduction to Computer Science (C++)
Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: MAT120 or MAT121 or MAT122.

CSC150* 3 Credits
Programming in C/C++
Introduction to C and C++ programming. Flow control, functions, pointers, data structures, file handling, and introduction to object-oriented programming. Prerequisites: Permission of instructor.

CSC185* 3 Credits
World Wide Web and Introductory Internet Programming
Organization of and access to information on the Internet. Design, creation and publication of interactive web pages with HTML, multimedia, animated custom graphics, applets and JavaScript programming. Ethical issues, including security and privacy on the World Wide Web. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**Construction (CNS)**

CNS290AB*  2 Credits  
**Construction Internship**  
Construction internship office/field experience with private/public agencies or citizen volunteer groups. Prerequisites: CNS282, or permission of department. Course Notes: May not repeat specific assignment for more than (3) credit hours. Standard grading available according to procedures outlined in college catalog.

CNS290AC*  3 Credits  
**Construction Internship**  
Construction internship office/field experience with private/public agencies or citizen volunteer groups. Prerequisites: CNS282, or permission of department. Course Notes: May not repeat specific assignment for more than (3) credit hours. Standard grading available according to procedures outlined in college catalog.

**Corporate Computer Technology (CCT)**

For a list of course descriptions, see Computers.

**Counseling and Personal Development (CPD)**

CPD102AB  2 Credits  
**Career Exploration**  
Designed to assist students make informed career decisions. Focuses on current occupational trends and outlook. Explores career-related interests, values, needs, preferences, skills, and strengths with the use of various assessments. Aids in the development of individualized educational/career goals and action plan. Prerequisites: None. Course Notes: CPD102AB may be repeated for a total of six (6) credit hours.

CPD102AC  2 Credits  
**Creative Job Hunting**  
Assists students in gaining skills and confidence necessary to compete in the job market. Emphasis on job search techniques and strategies, resume and cover letter writing, interviewing skills and professional etiquette. Prerequisites: None. Course Notes: CPD102AC may be repeated for credit.

**Creative Writing (CRW)**

CRW120  3 Credits  
**Introduction to Writing Children’s Literature**  
Overview of writing children’s literature. Emphasis on genres and standards for quality. Development of techniques in reading, evaluating, writing, revising, and editing literature written for children. Prerequisites: None. ENH291 suggested but not required.

CRW150  3 Credits  
**Introduction to Creative Writing**  
Introduces the student to elements and techniques of creative writing in a variety of genres; teaches terminology and concepts needed for successful participation in writing workshops; facilitates writing practice and evaluation; offers individual guidance on the student’s development as a writer. Prerequisites: None.

**CPD103BL**  2 Credits  
**Dynamics of Leadership**  
Designed to provide strategies that may be used when assuming leadership roles. Focus on improving self-confidence through the development of appropriate behaviors, problem-solving skills, and techniques of leadership. Prerequisites: None.

**CPD115**  1 Credit  
**Creating College Success**  
Strategies to create success in college. Methods for selecting and developing effective academic strategies, increasing self-awareness and developing self-management strategies. Elements of college resources and relationships with others explored in support of students’ educational experience. Prerequisites: None.

**CPD150**  3 Credits  
**Strategies for College Success**  
Focus on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CRW155  3 Credits
Bilingual Creative Writing
Introduction to bilingual creative writing. Examines the elements of writing bilingual literature, including authorial voice and aesthetic, and the role of culture, ethnicity, and dialect. Writing, analysis, evaluation, and revision of creative writing generated from a bilingual/bicultural perspective. 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.

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: CRW150, or permission of Instructor. Course Notes: CRW200 may be repeated for a total of six (6) credits.

CRW201  1 Credit
Portfolio
Close analysis of the creative writing portfolio culminating in selection, revision, editing, and compiling of the student's own literary work in a portfolio. Students meet individually with instructor to choose, prepare, and compile their work. Prerequisites: (Acceptance into Creative Writing Certificate Program and completion of at least nine (9) credit hours in creative writing (CRW)), or permission of Program Director. Course Notes: CRW201 may be repeated for a total of two (2) credit hours.

CRW202  3 Credits
The Writer as Witness
Studio course focusing on writing with the writer as witness of the world: pre-writing, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

CRW203  3 Credits
Dialogue
Studio course focusing on writing dialogue in a variety of genres; prewriting, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

CRW204  3 Credits
Journaling
Studio course focusing on journal writing. Prerequisites: CRW150 or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CRW220 3 Credits
Intermediate Writing Children’s Literature
Application of techniques in writing literature for children. Emphasis on independent writing, self-evaluation, and revision. Includes completion of a major writing project of marketable quality. Prerequisites: CRW120, or permission of instructor.

CRW260 3 Credits
Intermediate Poetry Writing
Emphasis on writing a series of original poems; analysis and evaluation of the functions and effects of established works of poetry; concentration on evaluation and revising students’ poetry through intensive workshopping. Prerequisites: CRW160 or permission of Instructor.

CRW261 3 Credits
Topics in Writing: Poetry
Analysis, writing, and revision of genre or element within poetry. Prerequisites: CRW150 or permission of instructor.

CRW270 3 Credits
Intermediate Fiction Writing
Writing original short stories; analysis of works of fiction; concentration on revising students’ fiction through intensive workshopping. Prerequisites: CRW170.

CRW271 3 Credits
Topics in Writing: Fiction
Analysis, writing, and revision of genre or element within fiction. Prerequisites: CRW150 or permission of instructor.

CRW272 3 Credits
Planning and Structuring the Novel
Focus on planning, structuring, and beginning a novel; prewriting, writing, analysis, evaluation, and revision of novel plans and excerpts. Prerequisites: CRW150 or permission of instructor.

CRW273 3 Credits
Writing the Novel
Provides the beginning novelist with structure, support, and guidance vital to sustained writing; focus on establishing goals and using critique sessions with instructor and peers to draft a novel; open- and topic-focused in-class forums, novel writing, peer and instructor critiques. Prerequisites: CRW272 or permission of instructor.

CRW274 3 Credits
Revising the Novel
Studio course workshop format. Requires a complete novel finished, in manuscript, ready for revision and polishing. Prerequisites: CRW273 or permission of instructor.

CRW275 3 Credits
Writing the Mystery Story
Introduces the student to the elements and techniques of writing the mystery story; reinforces terminology and concepts for successful participation in writing workshops; facilitates writing practice, evaluation, and revision in the writing of the mystery story; offers individual guidance on the student's development as a writer. Prerequisites: CRW150, or permission of instructor.

CRW281 3 Credits
Topics in Writing: Non-Fiction
Analysis, writing, and revision of genre or element within non-fiction. Prerequisites: CRW150 or permission of instructor.

CRW290 3 Credits
Intermediate Screenwriting
Drafting and revision of original screenplay; overview of marketing a screenplay. Prerequisites: CRW190 or permission of instructor.

CRW291 3 Credits
Topics in Writing: Plays
Analysis, writing, and revision of genre or element within plays and/or motion picture screenplays. Prerequisites: CRW150 or permission of instructor.

Credit Services Industry (CSI)

CSI111* 2 Credits
History and Function of the Credit Card Industry
History and function of the credit card industry. Covers operations and transaction order procedures in addition to terminal functionality, hotel procedures and use of the Merchant Management System (MMS). Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CSI122*  2 Credits
Introduction to Cardmember Services
Introduction to credit cardmember services. Covers job responsibilities of a cardmember service account manager. Enrollment processes, merging accounts and various credit card products and features also included. Use of a computer emphasized. Prerequisites: None.

CSI123*  2 Credits
Credit Card Customer Service
Procedures for handling credit card transactions using the Hypercom System. Covers response calls, Quit Duplicating (QD) situations and procedures for the incrementing/bumping process. Also includes effective customer service techniques. Prerequisites: None.

CSI124*  3 Credits
Intermediate Cardmember Services
Credit cardmember services. Covers balance transfers, call handling procedures, statements, authorizations and payment disputes. Computer usage emphasized. Prerequisites: CSI122.

CSI126*  2 Credits
Advanced Cardmember Services
Advanced credit cardmember services. Includes finance charge processing procedures and listening and customer interaction strategies. Covers lost/stolen report processing and negotiation techniques. Prerequisites: CSI124.

CSI130*  3 Credits
Cardmember Assistance
Overview of credit cardmember assistance. Policies and procedures emphasized. Communication tools and cardmember assistance telephone calls covered. Prerequisites: None.

CSI132*  2 Credits
Cardmember Assistance Calls
Credit cardmember assistance telephone calling. Placing and answering cardmember phone calls emphasized. Use of a collection system also covered. Prerequisites: CSI130.

CSI143*  2 Credits
Cardmember Payment Assistance
Procedures and policies for calling and collecting payments from credit card members. Effective customer service techniques for payment resolution on delinquent accounts emphasized. Prerequisites: None.

CSI145*  3 Credits
Credit Card Retention
Overview of credit card customer retention and duties of retention account manager. Covers credit card features, customer accounts, finance charges and credit card requests. Basic customer service skills also included. Prerequisites: None.

CSI148*  3 Credits
Credit Card Balance Transfer I
Overview of credit card marketing services including balance transfer procedures. Covers duties of a marketing services account manager as well as credit card types, features and benefits. Credit protection services, usage calls, and communication skills also included. Prerequisites: None.

CSI149*  3 Credits
Credit Card Balance Transfer II
Application of balance transfer procedures. Automated phone system and computer usage emphasized. Communication skills, usage calls and handling cardmember accounts also covered. Prerequisites: CSI148.

CSI151*  2 Credits
Cardmember Retention I
Retention procedures of credit card members. Emphasis on retention closure reasons and account negotiation strategies. Includes cardmember accounts procedures, credit card features, and reward programs. Prerequisites: None.

CSI152*  2 Credits
Credit Card Debt Collection
Overview of credit card debt collection via telephone. Includes collection call process as well as the basics of a collection computer system and collection call control. Collection programs for customers also covered. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CSI153*  2 Credits
Cardmember Retention II
Cardmember retention procedures. Auto reopen accounts process and account negotiation strategies emphasized. Balance transfers and finance charges also covered. Prerequisites or Corequisites: CSI151.

CSI156*  2 Credits
Credit Card Loss Prevention
Overview of security loss prevention in the credit card industry. Includes job responsibilities of loss prevention analysts and line control analysts. Bomb threat procedures, types of fraud, and fraud detection systems also covered. Computer usage and loss prevention phone calls emphasized. Prerequisites: None.

CSI159*  1 Credit
Credit Card Balance Transfer Lab
Practical lab experience completing account requests. Includes authorized buyer and plastics requests in addition to accessing account statements and reports. Also covers information security and closing the sale. Prerequisites: Permission of Department or Division.

CSI170*  3 Credits
Overview of Security Investigations
Overview of credit card security investigation. Includes duties of a security investigator, security procedures, types of fraud and fraud detection. Communication tools, cardmember phone calls and merchant phone calls also covered. Prerequisites: None.

CSI172*  2 Credits
Security Investigations
Advanced credit card security investigations. Includes use of fraud detection computer systems and placement of cardmember phone calls. Fraud case investigations emphasized. Prerequisites: None.

CSI185*  3 Credits
Terminal Communication Procedures
Electronic terminal communication issues. Procedures for identifying and correcting communication errors as well as use of telephone terminals. Also covers classification of procedures and the staging/vapping process. Prerequisites: None.

CSI196*  2 Credits
Credit Card Processing
Practical application of credit card processing skills. Covers transaction orders, debits, and Electronic Benefits Transfer (EBT) procedures in addition to hotel fine dining and Down Line Load (DLL) procedures. Prerequisites: None.

CSI206*  3 Credits
Banking Member Service Representative
Introduction to banking member service representative roles and responsibilities. Includes communication and problem solving skills when dealing with members. Also covers various types of banking products and services available to members as well as an introduction to computerized banking and online documentation systems. Prerequisites: None. Corequisites: CSI207, CSI208, and CSI209.

CSI207*  3 Credits
Banking Accounts and Products
Knowledge of bank accounts, products, and procedures for banking member service representatives. Covers new accounts, credit cards, debit cards, certificates of deposit and individual retirement accounts. Self-service banking benefits and procedures as well as cash advances, funds transfers, and wire transfers included. Prerequisites: None. Corequisites: CSI206, CSI208, and CSI209.

CSI208*  3 Credits
Banking Account Management
Account management procedures for banking member service representatives. Banking terminology and maintenance procedures including member verification and privacy policies. Includes fraud handling and common banking inquiries by members such as updating account information, stopping payments, reordering checks, and requesting refunds. Retention of banking members also covered. Prerequisites: None. Corequisites: CSI206, CSI207, and CSI209.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

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.

CSI216* 3 Credits
Credit Card Account Services I
Introduction to cardmember accounts. Credit bureau basics as well as an introduction to telephone techniques and communication skills. Covers system tools and techniques including procedures for accessing accounts and completing applications. Prerequisites: None. Corequisites: CSI217 and CSI221.

CSI217* 3 Credits
Credit Card Account Services II
Cardmember account access security and procedures. Includes regulations and criteria to complete account activations and modifications in addition to transaction research procedures. Also covers billing statements and account termination. Prerequisites: None. Corequisites: CSI216 and CSI221.

CSI218* 3 Credits
Credit Card Debt Collection Services I
Introductory credit card debt collection services and procedures. Covers collection call model and calling procedures. Includes payment programs and methods. Prerequisites: None. Corequisites: CSI219.

CSI219* 3 Credits
Credit Card Debt Collection Services II
Advanced credit card debt collection services and procedures. Usage of internal collection operating systems emphasized. Covers communication strategies, building customer loyalty, and payment on delinquent accounts. Also includes negotiating techniques and financial and special services procedures. Prerequisites: None. Corequisites: CSI218.

CSI221* 3 Credits
Credit Card Account Services Lab
Practical application of cardmember account services. Includes systems and tools usage for account access and procedures as well as required calculations. Also covers statements, payments, and handling past due accounts as well as problem solving procedures. Prerequisites: None. Corequisites: CSI216 and CSI217.

CSI240* 3 Credits
Credit Services Legal Procedures
Legal procedures for the credit services industry. Includes security responsibility and communication systems, as well as credit law. Also covers account issues including ownership inquiries, verifications, and restrictions. Prerequisites: Permission of Department or Division.

CSI241* 2 Credits
Credit Services Account Procedures
Account procedures for credit services. Includes rewards, upgrades, and frequent buyer programs. Also covers fees, procedures for saving accounts, limit increases, and lost/stolen cards. Prerequisites or Corequisites: CSI240.

CSI242* 2 Credits
Credit Services Billing Procedures
Credit services billing procedures and statements. Includes disputes and deferred purchases, as well as third party products and services. Also covers back office discounts and procedures for handling payment issues. Prerequisites or Corequisites: CSI241.

CSI243* 1 Credit
Credit Services Lab
Practical application of credit services procedures. Includes computer, phone and Voice Recognition Unit (VRU) procedures and screens as well as demonstration of effective customer service techniques. Covers procedures for account ownership, verification, and advertising as well as disputes, deferred purchases and transfers. Prerequisites: Permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CSI245* 2 Credits
Introduction to Credit Granting
Overview of policies and procedures for credit granting. Includes account research, updates, and restrictions as well as authorization procedures. Also covers referrals, applications, and special processing issues. Prerequisites: None.

CSI246* 3 Credits
Credit Granting Procedures
Practical application for procedures for credit granting. Includes representative responsibilities in the areas of computer skills, customer service, and communication. Also covers procedures for completing customer inquiries, account modifications, and authorizations as well as special processing procedures and referrals. Prerequisites: None.

CSI250* 3 Credits
Customer Service for Credit Counselors
Basic customer service principles for the credit counselor. Examination of credit-counseling programs covered. Emphasis on elements of customer service transactions. Prerequisites: None.

CSI251* 3 Credits
Legal Issues In Credit Counseling
Overview of laws and practices in granting credit. Types of credit and calculating finance charges included. Emphasis on implications of inadequate payment history on credit ratings. Prerequisites: None.

CSI252* 3 Credits
Credit Counseling New Accounts
Overview of establishing new client accounts in a credit-counseling program. Emphasis on screens used to setup an account. Prerequisites: None.

CSI255* 3 Credits
Account Maintenance Procedures
Account maintenance procedures for customer service representatives. Emphasis on managing ongoing client accounts. Covers contact with creditors and clients. Prerequisites: None.

CSI257* 3 Credits
Credit Counseling Account Processes
Overview of maintaining a client account in a credit counseling program. Emphasis on screens used to maintain an account. Prerequisites: None.

CSI258* 3 Credits
Credit Counseling and Financial Management
Overview of financial topics relevant to clients and their accounts. Covers creditor information and policies as well as procedures for account review. Also includes identification of and education regarding client financial issues in addition to client resource identification and use. Prerequisites: None.

Critical Reading (CRE)
For a list of course descriptions, see Reading.

Culinary Arts (CUL)

CUL105 3 Credits
Principles and Skills for Professional Cooking
Introductory principles and skills for professional cooking. Introduces organizational structure of kitchen staff in different types of kitchens. Includes basic principles of safety and sanitation, equipment and utensil use, French cooking terms, recipe use, measuring techniques, identification and use of seasoning agents, and basic cooking methods applied to stocks, sauces and soups, vegetables, starches, entrees, and eggs. Emphasis on practical experiences in a commercial kitchen. Prerequisites: None.

CUL113 3 Credits
Commercial Baking Techniques
Principles and techniques for preparation, storage, and serving of bakery products. Includes breads, cakes, pies, pastry, cookies, fillings, and icings. Emphasis on practical experiences in a commercial bakery. Prerequisites: None.

CUL121 3 Credits
Principles of Food and Beverage Service
Qualities and skills necessary for successful food and beverage service. Includes room planning and setup, duties of service staff, types of service, customer relations, dining room etiquette, and cash management. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

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.

CSR109* 2 Credits
Motor Vehicle Documentation Procedures
State motor vehicle documentation procedure. Use of computer based government workstation emphasized. Includes procedures for location and modification of customer and vehicle records. Prerequisites: None.

CSR111* 3 Credits
Motor Vehicle Customer Service
State motor vehicle division record and duplicate credential issuance operations. Emphasis on the replacement and renewal of customer and vehicle records and credentials. Covers workstation operation procedures, license application information review, and database navigation. Prerequisites: None.

CSR112* 3 Credits
Motor Vehicle Records Administration
State motor vehicle division record administration procedures. Emphasis upon original credential issuance, accurate customer record creation, and credential eligibility stipulations. Covers information verification procedures, testing procedures, and license typology considerations. Includes summary suspension/revocation procedures as well as sex offender credential concerns. Prerequisites: None.

CSR113* 2 Credits
Motor Vehicle Title and Registration Administration
Motor vehicle division title and registration record administration procedures. Emphasis on title lien documentation, vehicle inspection, and plate issuance information. Covers registration fee determination, permit issuance procedures, and insurance suspension documentation issues. Prerequisites: None.

CSR115* 2 Credits
Privilege Restriction Documentation
Procedures for documenting the resolution of loss of driving privileges in a state motor vehicle division database. Emphasis on the processing of suspension, revocation, and uninsured driver issues. Covers driver impairment suspension issues and warrant and citation notation processing. Also includes driver re-examination and reinstatements. Prerequisites: None.

CSR117* 2 Credits
Pharmaceutical Assistance Programs
Overview of pharmaceutical assistance programs. Computerized database usage emphasized. Includes eligibility, medications, and enrollment procedures. Customer correspondence and rebates also covered. Prerequisites: None.

CSR124* 1 Credit
Motor Vehicle Title Exchange
Vehicle titling considerations. Emphasis on title exchange procedures. Covers mobile home and travel trailer titling operations, damaged vehicle title issues, and special title concerns. Includes title lien identification. Prerequisites: None.

CSR125 2 Credits
Front Office Procedures
Basic medical front office procedures including alphabetic and numeric indexing, filing and accounting. Emphasis on basic clerical skills along with dealing with patient and physician confidentiality issues. Prerequisites: Departmental Approval.

CSR126 1 Credit
Front Office Insurance
Medical front office procedures with an emphasis on medical insurance, insurance billing, and coding procedures. Prerequisites: Departmental Approval.

CSR127* 2 Credits
Advocate-Driven Medication Procedures I
Procedures for advocate-driven medication customer service representatives. Covers patient advocate criteria and responsibilities. Eligibility requirements, enrollment procedures, and Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliance standards included. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CSR128* 2 Credits**
**Advocate-Driven Medication Procedures II**
Further examination of procedures for advocate-driven medication customer service representatives. Medication authorizations and changes as well as medical insurance, claims, and customer correspondence covered. Prerequisites: CSR127.

**CSR129* 2 Credits**
**Advocate-Driven Medication Procedures Lab**
Laboratory for advocate-driven medication customer service representatives. Computerized database usage emphasized. Patient eligibility, accounts, correspondence and claims included. Prerequisites: CSR128.

**CSR143* 2 Credits**
**Patient Prescription Adherence Procedures**
Overview of patient prescription adherence program procedures for patient support representative. Includes program benefits, eligibility requirements, enrollment procedures, and waiver process. Computerized database usage emphasized. Prerequisites: None.

**CSR145* 3 Credits**
**Prescription Prior Authorization I**
Prescription prior authorization procedures for federal employees. Covers eligibility as well as claims process and claims adjudication. Computerized databases and automated phone systems emphasized. Prerequisites: None.

**CSR146* 3 Credits**
**Prescription Prior Authorization II**
Advanced prescription prior authorization procedures for federal employees. Usage of various computerized databases emphasized. Includes drug benefit management, drug limitation guidelines, standard allowance fill quantity, and prior authorization fill quantity. Approved and denied authorizations also covered. Prerequisites: CSR145.

**CSR151* 2 Credits**
**Vehicle Loan Industry Procedures**
Vehicle loan industry processing procedures. Covers loan processing and documentation practices. Also includes collection processing exceptions, customer bankruptcy procedures, and software usage during customer service. Prerequisites: None.

**CSR152* 3 Credits**
**Vehicle Loan Industry Customer Service I**
Vehicle loan industry customer service provision and practices. Covers customer service, routing, and account documentation practices. Also includes communicative strategy usage, repossession and seizure issues, payment deferment and military personnel loan processing. Prerequisites: None.

**CSR153* 1 Credit**
**Vehicle Loan Industry Customer Service II**
Communication skills for vehicle loan industry customer service representatives. Examines listening and negotiation strategies, as well as telephone etiquette. Prerequisites: CSR152.

**CSR158* 2 Credits**
**Pharmacy Support Services**
Overview of a pharmacy support representative’s duties. Includes techniques for addressing electronic communication and formatting standards. Covers claims service including codes, rejections, overrides, and search methods, as well as coordinating benefits. Usage of various pharmaceutical’s computer programs emphasized. Prerequisites: None.

**CSR159* 1 Credit**
**Motor Vehicle Fraudulent Documents**
Policies and procedures for the identification of Motor Vehicle Department fraudulent documents. Includes examination of paper and plastic/laminated documents as well as identification of counterfeits and alterations. Also covers interviewing techniques and procedures for handling fraud situations. Prerequisites: None.

**CSR169* 2 Credits**
**Specialty Pharmaceuticals I**
Introduction to specialty pharmaceutical services. Covers the role and responsibilities of specialty pharmacies as well as benefit plan design. Also includes components of Medicare, eligibility, and benefits in addition to reimbursement program procedures and benefits. Prerequisites: None.

**CSR170* 2 Credits**
**Specialty Pharmaceuticals II**
Specialty pharmacy and pharmaceuticals management. Covers third party administration, prior authorizations, and systems for coding, billing, and payments. Also includes payer plans and benefits in addition to special group plans and services. Prerequisites: CSR169.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CSR180*  3 Credits**
**Insurance Regulations**
Overview of regulations for the insurance industry. Covers property and casualty, dwelling and homeowner's in addition to commercial general liability and personal auto. Also includes Arizona State Statutes. Prerequisites: None.

**CSR181*  3 Credits**
**Insurance Rates and Coverage**
Procedures for determining rates and coverage. Includes rating factors and markets as well as violation chargeability and liability. Also covers system screens and underwriting. Prerequisites: None.

**CSR182*  3 Credits**
**Insurance Application Processing and Rewrites**
System training for application completion procedures and ProRater navigation. Also covers the rewrite process and special lines coverage and quotes. Includes Internet access and usage. Prerequisites: None.

**CSR185*  3 Credits**
**Insurance Industry Direct Sales I**
Overview of direct sales basics. Covers the sales and mainframe systems in addition to effective communication and sales techniques. Also includes procedures for closing the sale. Prerequisites: None.

**CSR186*  2 Credits**
**Insurance Industry Direct Sales II**
Practical application of direct sales basics. Covers sales and mainframe systems in addition to effective communications techniques. Also includes procedures for closing the sale. Prerequisites: CSR185.

**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.

**CSR196*  1 Credit**
**Customer Service Representative Business Practices and Plans**
Introduction to business practices and plans for the customer service representative. Covers organizational types and structure as well as effective business communication and foundational skills. Also includes considerations and procedures for creating a successful business team and plan. Prerequisites: None.

**CSR200*  3 Credits**
**Automobile Representative Customer Services**
Automobile representative customer service responsibilities. Includes overview of insurance industry terminology and contracts as well as need determination. Also covers privacy and security issues in addition to relationship management strategies. Prerequisites: None.

**CSR207*  3 Credits**
**Automobile Policy Adjustment**
Emphasis upon policy explanation and adjustment. Covers membership flow-thru criteria, quality customer service information, and in-depth on-line resource instrument review. Also includes consultative selling practice and the observation of acting member service representatives. Prerequisites: None.

**CSR212*  3 Credits**
**Automobile Insurance Operations I**
Automobile insurance member services representative operating procedures. Emphasis upon explanation of payment and rate information, the provision of written correspondence, and file information completion. Covers representative underwriting observation, fundamental need based sales principles, and phone system usage. Prerequisites: None.

**CSR213*  2 Credits**
**Automobile Insurance Operations II**
Auto insurance account operations. Includes the format and use of vehicle identification numbers (VIN) and the impact of regulation in the insurance industry. Also covers policy procedures including liability, exclusions, and credits. Review of the billing process and statements also covered. Prerequisites: CSR212.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CSR214* 1 Credit
Automobile Insurance Operations Lab
Practical application of auto insurance member services operational procedures. Includes use of the direct sales system to complete account navigation in addition to modification and billing procedures. Emphasis on effective communication skills, information gathering, and sales techniques. Prerequisites: CSR213.

CSR215* 1 Credit
Digital Telephone Customer Service
Digital telephone customer service provisions. Emphasis on the establishment and alteration of digital phone service. Covers phone number assignment, ancillary service provision, and public directory phone number listing information. Prerequisites: None.

CSR216* 2 Credits
Healthcare Claims Processing I
Overview of healthcare claims processing applications. Emphasis on use of a healthcare claims processing system. Includes quality review procedures and responsibilities. Prerequisites: None. Corequisites: CSR217 and CSR218.

CSR217* 3 Credits
Healthcare Claims Processing II
Procedures for using Alchemy system and electronic data entry procedures for pend report resolution. Includes claim component edits as well as resolution guidelines. Prerequisites: None. Corequisites: CSR216 and CSR218.

CSR218* 3 Credits
Healthcare Claims Processing III
Procedures for completing benefits and contracts requirements. Includes prior authorization guidelines and procedures as well as claim splitting. iHealth components and claim adjustments and reversals also covered. Prerequisites: None. Corequisites: CSR216 and CSR217.

CSR219* 1 Credit
Disconnects and Transfers
Procedures for completing disconnects and transfers of service using the Integrated Communications Operations Management System. Includes restrictions, documentation, and scheduling issues. Prerequisites: None.

CSR220* 3 Credits
Travel Club Membership Services I
Introduction to travel club membership services. Includes procedures for creating, modifying, and upgrading member accounts as well as processing promotions. Also covers quality assurance guidelines, quality customer service, and retention strategies in addition to account cancellation and reinstatement. Prerequisites: None.

CSR221* 2 Credits
Travel Club Membership Services II
Membership service account procedures. Includes account research navigation and techniques as well as account status determination. Also covers billing issues and procedures for completing transfers. Prerequisites: CSR220.

CSR224* 1 Credit
Communications Industry Billing Practices
Provision of billing services to digital telecommunications industry customers. Covers database billing issues, billing policy concerns, payment acceptance, and adjustments processing. Prerequisites: None.

CSR225* 2 Credits
Digital Telecommunications Customer Service
Principles for the provision of digital telecommunications industry customer service. Emphasis upon the initiation of services to customers. Covers deposit collection, credit check performance, and Internet connection procedures. Includes digital television upgrade and pay-per-view provision information. Prerequisites: None.

CSR226* 1 Credit
Digital Telecommunications Customer Interaction
Digital telecommunications industry customer service communication techniques. Emphasis on active listening and questioning strategies in the identification of digital telecommunications customer needs. Covers negotiation and customer valuation techniques. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CSR228*  2 Credits
Telecommunications Database Navigation
Telecommunications database navigation procedures. Emphasis on the documentation of customer service activities in a telecommunications database. Covers code and notation interpretation, function key usage, service call scheduling, and work order data entry. Prerequisites: None.

CSR232*  3 Credits
Auto Insurance and Claims Overview
Overview of auto insurance coverage, including claims and claims handling. Emphasis on liability, uninsured and underinsured motorist, medical and physical damage. Prerequisites: None.

CSR233*  3 Credits
Auto Damage Appraisal
Overview of various components of the automobile. Emphasis on types of damage that may require a claims report. Covers appraisal process, total losses, and vehicle design platforms. Prerequisites: None.

CSR242*  2 Credits
Auto Insurance Loss Reports
Automobile insurance loss reports. Determination of fault and claims processing emphasized. Various types of damage covered as well as claim correspondence and compliance policies. Prerequisites: None.

CSR243*  2 Credits
Auto Insurance Loss Reports Lab
Practical application of processing of automobile insurance accident and loss reports. Emphasis on customer service while processing claims reports. Usage of computerized insurance system included. Prerequisites: CSR242.

CSR247*  3 Credits
Auto Insurance Policies
Overview of insurance policies and servicing procedures. Includes lifecycle of a policy and the procedures for accessing system tools. Also covers policy features, deductibles, and endorsements as well as procedures for handling exclusions and proof of insurance. Prerequisites: None.

CSR248*  3 Credits
Auto Insurance Procedures
Procedures and techniques for providing account customer service. Includes cancellations, reinstatements, and renewal. Also covers manual rate and special renewal procedures. Prerequisites: None.

CSR249*  3 Credits
Auto Insurance Quotes and Accounting
Procedures for providing auto insurance quotes and completing account billings and payments. Covers tools for investigating rate changes as well as procedures for modifying account vehicles and driver information. Also includes account research and customer response techniques. Prerequisites: None.

CSR250*  2 Credits
Automobile Insurance Principles
Automobile insurance industry general operation information. Emphasis on insurance fundamentals and basic insurance industry call center operations. Covers workstation operation principles, customer call flow considerations, and customer privacy policy explanation information. Includes basic automobile insurance policy sales considerations. Prerequisites: None.

CSR251*  3 Credits
Automobile Insurance Operations
Automobile insurance policy provision concepts. Emphasis upon customer service and billing issues. Covers communication strategies, payment information provision, and job resource usage. Includes policy lifespan and history documentation information. Prerequisites: None.

CSR252*  2 Credits
Automobile Insurance Policy Premium Concerns
Automobile insurance policy premium alteration concerns. Emphasis on referral to collections issues and policy renewal premium change considerations. Covers quote generation software and reference tool usage as well as underwriting cancellation consideration. Includes potential state department of insurance complaint resolution and refund payment information. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CSR253*  3 Credits
Automobile Policy Endorsement Coverage
Automobile insurance policy endorsement coverage concerns. Emphasis on endorsement additions and effective date determination. Covers change of address, principle operator, vehicle replacement and deletion information, and expiring policy endorsement requirement information. Prerequisites: None.

CSR254*  2 Credits
Automobile Policy Endorsement Provisions
Automobile insurance policy alteration operations. Emphasis upon information associated with changing existing automobile insurance policy coverage. Covers policy issue and policy status change operations, driver and vehicle addition concerns, and policy cancellation. Includes title lien holder issues and model call flow identification. Prerequisites: None.

CSR255*  3 Credits
Automobile Policy Endorsement Services
Automobile policy endorsement customer service information provisions. Emphasis on insurance industry customer service strategies and underwriting factor explanations. Covers policy market and special policy status considerations, proof of insurance provision issues, and internal customer service operations. Includes web based information management tool usage. Prerequisites: None.

CSR256*  2 Credits
Automobile Insurance Policy Cancellation
Automobile policy cancellation customer service provisions. Emphasis on cancellation notice receipt processing. Covers payment receipt issues and policy cancel status information. Prerequisites: None.

CSR257*  2 Credits
Automobile Insurance Cancellation and Reinstatement
Automobile insurance policy cancellation and reinstatement operations. Emphasis on customer and insurance company initiated policy cancellation and reinstatement. Covers cancellation authority, cancel request escalation procedures, and cancelled policy premium refund or payment due determination. Includes policy rescission procedure information. Prerequisites: None.

CSR259*  1 Credit
Automobile Insurance Policy Reinstatement
Automobile insurance policy reinstatement procedures. Covers policies eligible for reinstatement and policies not eligible as well as reasons for reinstatement. Policy rewrites, policy cancellation, and underwriting cancellation included. Prerequisites: None.

CSR260*  2 Credits
Introduction to Insurance Direct Sales
History and purpose of the Direct Sales Unit (DSU) in the insurance industry. Includes roles and responsibilities of representatives as well as tools for assisting customers. Also covers comparison of auto and residential insurance products available to customers in addition to procedures for completing customer calls. Prerequisites: None.

CSR261*  2 Credits
Insurance Direct Sales Policy Services
Procedures for servicing policies. Includes binding and application processes in addition to procedures for communicating with Field Inspection Underwriters (FIU). Also covers membership transfers and guidelines for handling new and cancelled accounts. Prerequisites: None.

CSR262*  2 Credits
Insurance Direct Sales Quotes
Guidelines and procedures for generating insurance quotes. Covers automobile, homeowner, motorcycle, and boat in addition to earthquake and flood policies. Also covers guidelines for handling rental properties. Prerequisites: None.

CSR263*  2 Credits
Insurance Direct Sales Lab
Practical application of procedures for servicing insurance policies. Includes quote and application processes in addition to communicating with Field Inspection Underwriters (FIU). Also covers memberships transfers and procedures for servicing cancelled policies as well as rewrites. Prerequisites: CSR260, CSR261, and CSR262.

CSR265*  2 Credits
Introduction to Home Insurance Servicing
Introduction to home insurance servicing policies and procedures. Includes coverages and products as well as endorsements and types of perils. Also covers policy variations, payments, and cancellation. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

**CSR267***  
**2 Credits**  
**Home Insurance Account Servicing**  
Procedures for servicing home insurance accounts including policy research. Also covers endorsement issues and restrictions as well as procedures for completing policy updates. Prerequisites: None.

**CSR269***  
**2 Credits**  
**Home Insurance Servicing Lab**  
Practical application of home insurance policy servicing procedures. Includes procedures for making policy changes as well as researching and responding to billing and premium questions. Also covers strategies for handling cancellation calls and use of retention strategies. Prerequisites: None.

**CSR283***  
**3 Credits**  
**State Compensation Insurance Claim Adjuster**  
Overview of the State Compensation Claims Service Division and the responsibilities of a claim adjuster. Covers steps for gathering, reviewing, and researching data, as well as procedures for internal operating systems. Also includes customer accounts, claims procedures, benefits, workers compensation reports, compensation fraud, and wages. Prerequisites: None.

### Dental Assisting (Clinical) (CDA)

**CDA101***  
**1 Credit**  
**Orientation to Clinical Dental Assisting**  
Overview of dentistry. Roles of the clinical dental assistant and team members covered. Education and licensure requirements, ethics and professional organizations also covered. State Board of Dental Examiners and dental assistant regulations reviewed. History of dentistry and services provided by general and specialty practices also included. Prerequisites: Clinical Dental Assisting Program Admission.

**CDA102***  
**1 Credit**  
**Infection Control and Hazard Communication**  
Introduction to infection control and hazard communication for the dental practice. Infection control mandates according to the Occupational Safety and Health Administration (OSHA), the American Dental Association (ADA), and the Center for Disease Control and Prevention (CDC) covered. Procedures related to infection control emphasized. Prerequisites: A grade of C or better in CDA102 or CDA105 or permission of Instructor.

**CDA105***  
**1 Credit**  
**Introduction to Clinical Dental Assisting and Dental Office Management**  
Overview of dentistry and general dental office procedures. Roles of the clinical dental assistant and team members covered. Education and licensure requirements, ethics and professional organizations also covered. State Board of Dental Examiners and dental assistant regulations as well as dental management systems included. Prerequisites: Admission to the Clinical Dental Assisting Program.

**CDA110***  
**2 Credits**  
**Dental Anatomy and Pathology**  
Overview of human anatomy and pathology for the dental assistant. Structural organization and systems of the body covered. Identification of anatomy and landmarks of the head, neck, and orofacial structures emphasized. Dental pathology also covered. Prerequisites: A grade of "C" or better in CDA110 or permission of instructor.

**CDA115***  
**3 Credits**  
**Dental Practice Emergencies and Patient Management**  
The role of the dental assistant in clinical patient management. Medical-dental health history interpretation. Obtaining and recording vital signs. Drug references, methods of administration, anesthetic, and patient prescriptions covered. Prevention techniques and management of emergencies in the dental environment. Management of the medically compromised also included. Prerequisites: A grade of "C" or better in CDA115 or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CDA125* 3 Credits
Dental Materials
Identification and description of dental materials covered. Manipulation of restorative, impression, laboratory, and adjunct dental materials emphasized. Prerequisites: A grade of "C" or better in CDA115 or permission of instructor.

CDA220* 2 Credits
Clinical Dental Assisting I
Fundamental skills for clinical dental assisting. General dentistry office design, operation and maintenance of dental equipment, 4-handed delivery system, and dental instruments covered. New patient examination, prophylaxis, amalgam restoration, composite restoration, composite veneer, and tooth-whitening procedures emphasized. Placement of matrix band and wedge, and rubber dam. Role of dental assistant for patient procedures emphasized. Prerequisites: CDA125 or permission of instructor.

CDA230* 2 Credits
Clinical Dental Assisting II
Specialty and expanded skills for clinical dental assisting. Fixed prosthetics preparation and cementation, removable prosthetics, endodontics, periodontics, orthodontics, oral and maxillofacial surgeries. Placement of sealants, retraction cord, periodontal dressing, and provisional restorations. Removal of excess permanent cement. Prerequisites: CDA220 or permission of instructor.

CDA240 3 Credits
Dental Radiographic Imaging
Dental radiographic imaging. Diagnostic value of radiographs, image geometry, exposure techniques, processing of intra-oral and extra-oral radiographs covered. X-ray production, exposure factors, and image characteristics emphasized. Identification of image defects and corrective measures. Biological effects of x-radiation, radiation safety, digitized radiography, infection control procedures, and legal implications also covered. Prerequisites: Admission to the Clinical Dental Assisting Program or permission of Department or Division.

CDA242 3 Credits
Clinical Dental Assisting I: Basic Skills
Fundamental skills for clinical dental assisting. General dentistry office design, operation and maintenance of dental equipment, 4-handed delivery system, and dental instruments covered. New patient examination, amalgam restoration, composite restoration, fixed prosthodontic restoration, endodontic treatment, and tooth-whitening procedures included. Role of dental assistant for patient procedures emphasized. Prerequisites: A grade of "C" or better in (CDA120 and CDA125) or permission of instructor.

CDA245 1 Credit
Fundamentals of Basic Clinical Skills
Clinical dental assisting skills performance in a clinical laboratory setting as well as in general practice dental facilities for supervised practical experience. Safe work practices, infection control, dental radiography, basic chairside assisting, patient management, dental materials manipulation, business assisting, equipment operation and maintenance, and dental laboratory skills emphasized. Prerequisites: A grade of C or better in (CDA240 and CDA242). Corequisites: CDA252, CDA285, and CDA292.

CDA252 3 Credits
Clinical Dental Assisting II: Advanced Skills

CDA280* 1 Credit
Clinical Dental Assistant Practicum
Clinical dental assisting skills performance in a clinical laboratory. Safe work practices, infection control, dental radiography, chairside assisting, expanded dental assisting skills, patient management, dental materials manipulation, and dental laboratory skills emphasized. Operation and maintenance of dental equipment also covered. Prerequisites: CDA240 or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CDA285 2 Credits
Clinical Dental Assisting Seminar
Overview of special topics in clinical dental assisting. Clinical internship evaluation included. Covers expanded functions, legal responsibilities and liabilities. One hundred (100) hours of designated work required. Prerequisites: None. Corequisites: CDA290.

CDA290 4 Credits
Internship for Clinical Dental Assistants
Perform clinical dental assisting skills within a dental practice setting. Practice safety and infection control, clinical and expanded dental assisting, patient management, laboratory skills, business assisting, equipment operation, and maintenance. Operate within practice standards, and record and evaluate internship experience. Two hundred (200) hours of designated work required. Prerequisites: Permission of Program Director. Corequisites: CDA285.

CDA292 2 Credits
Dental Specialties
Placement of students in dental facilities for supervised practical experience exposing them to: Endodontic, Oral and Maxillofacial Surgery, Orthodontic, Pediatric, Periodontic, and Prosthodontic specialty procedures. Prerequisites: None. Corequisites: CDA245.

Dental Assisting Education (DAE)

DAE112 7 Credits
Dental Assisting I
Introduction to general dentistry, dental sciences, and basic preclinical dental assisting theory and skills. Topics include dental anatomy, recording oral conditions, infection control, patient preparation, communication, patient safety and comfort, emergency management, four-handed dentistry concepts and the use and maintenance of dental equipment. Prerequisites: Acceptance into the Dental Assisting Program or permission of Program Director.

DAE156 7 Credits
Dental Assisting II
Intermediate dental assisting skills, with an emphasis in treatment provided in general dentistry, including an introduction to dental diseases and their prevention, and preparing for and assisting in general dental restorative procedures, including the use of local anesthetics, dental materials, and pharmacological agents for procedures. Introduction to ethics and the legal aspects of dental practices. Prerequisites: DAE112 or permission of Program Director.

DAE212 2 Credits
Dental Assisting III
Advanced dental assisting skills, with an emphasis in assisting for dental specialty procedures, including pediatrics, endodontics, periodontics, orthodontics, prosthodontics, and oral and maxillofacial surgery. Additional emphasis will be on expanded functions procedures performed by the dental assistant, as well as patient records management and pharmacology related to dental treatment procedures. Prerequisites: DAE156 or permission of Program Director.

DAE256 1.5 Credits
Dental Assisting IV
Advanced dental assisting sciences, with an emphasis in the recognition of oral pathologies, use of technology in dentistry, intermediate dental office management skills, and legal considerations for the practice of dentistry. Additional emphasis will be placed on coronal polishing and community oral health. Prerequisites: DAE212 or permission of Program Director.

Dental Hygiene Education (DHE)

DHE110 3 Credits
Pharmacology
Study of the principles of pharmacology and drugs affecting dental treatment. Topics include drug interactions, oral manifestations, drugs used in dentistry and complementary medicine. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

DHE112 3 Credits
Oral Pathology
Identification, classification, etiology, and treatment of lesions of the oral mucosa and atypical conditions of the oral cavity and supporting structures. Understanding of abnormal conditions to recognize the parameters of comprehensive dental hygiene care. Multi-media resources are used extensively for identification of oral lesions. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE115 2 Credits
Emergency Medicine
Introduction to recording and interpreting medical history. Additional topics include: recognition of signs and symptoms of medical emergencies, procedures and techniques introduced to prevent emergencies and management of emergency situations in the dental environment. Prerequisites: Admission to the Dental Hygiene Program.

DHE117 2 Credits
Dental Radiography
Physics of radiography, theory of radiation production, exposure techniques, radiation protection, film processing, mounting, and interpretation of radiographs. Course activities include multi-media resources. Prerequisites: Admission to the Dental Hygiene Program.

DHE119 3 Credits
Head and Neck Anatomy
Study of the structures of the head and neck relevant to dental hygiene. Topics include: osteology, musculature, blood supply, glandular tissue, cranial nerves and routes of infection. Course activities include use of skulls, models and multi-media resources. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE120 6 Credits
Pre-Clinical Dental Hygiene
Introduction to the dental hygiene profession and the process of care. Infection control, patient assessment, preventive treatment and dental hygiene instrumentation are practiced. Students are introduced to self assessment skills and quality improvement. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE121 2 Credits
Dental Anatomy, Embryology and Histology
Includes the histology and embryology of oral tissues; developmental disturbances of the face, oral cavity, and related structures; tooth composition and morphology; eruption patterns and occlusal evaluation. Use of skulls, models and multi-media resources also covered. Prerequisites: Admission to the Dental Hygiene Program.

DHE125 1 Credit
Dental Radiography Laboratory
Radiation safety and infection control procedures for operator and patient. Film placement, exposure, development, mounting and evaluation of dental radiographs. Operation and maintenance of X-ray and processing equipment. Interpretation of radiographic findings. Prerequisites or Corequisites: (DHE117 and admission to the Dental Hygiene Program) or permission of instructor.

DHE127 3 Credits
Prevention of Dental Disease
Introduction of preventive concepts to help clients achieve control of oral disease and injury. Topics include etiologic agents, caries process, nutrition, fluorides, sealants and patient/client motivation techniques. Multi-media resources used extensively. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE132 3 Credits
Dental Hygiene Theory I
Study of the dental hygiene process of care with emphasis on assessment, planning and implementation. Topics include instrumentation, adjunct dental hygiene services, instrument sharpening, computer technology, dental specialties and professional accountability. Prerequisites: (DHE120 and admission to the Dental Hygiene Program) or permission of instructor. Corequisites: DHE133.

DHE133 3 Credits
Dental Hygiene Clinic I
Application of the dental hygiene process of care with emphasis on assessment, planning, and implementation. Introduction to evaluation of dental hygiene therapy. Prerequisites: DHE120 and admission to the Dental Hygiene Program. Corequisites: DHE132 and current CPR card.

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## Course Descriptions

**DHE201**  
Dental Materials  

**DHE202**  
Dental Materials Laboratory  
Manipulate permanent and temporary restorative materials, impression material, dental waxes, cements, periodontal dressings, bases and liners. Fabricate mouth protectors, study models, and custom impression trays. Laboratory proficiency in margination of permanent restorative materials. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor. Corequisite: DHE201.

**DHE212**  
Dental Hygiene Theory II  
Study of the dental hygiene process of care with emphasis on comprehensive care planning, case presentation, and clinical decision making. Introduction to advanced periodontal instrumentation. Prerequisites: DHE132 and DHE133 and admission to the Dental Hygiene Program. Corequisites: DHE213.

**DHE213**  
Dental Hygiene Clinic II  
Application of the dental hygiene process of care with emphasis on comprehensive care planning, case presentation, clinical decision making, advanced instrumentation and improved time utilization. Prerequisites: DHE132 and DHE133 and admission to the Dental Hygiene Program. Corequisites: DHE212.

**DHE219**  
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**  
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**  
Dental Anesthesia  
A comprehensive lecture and laboratory course providing concepts and techniques for the administration of local anesthetic agents and nitrous oxide. Experience gained in medical history review, record keeping, patient management and hands-on experience administering local anesthetics and nitrous oxide in a clinical setting. Prerequisites: DHE119 and current CPR certification.

**DHE229**  
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.
Course Descriptions

DHE232 2 Credits
Dental Hygiene Theory III
Study of the dental hygiene process of care with emphasis on the patient with special needs and advanced instrumentation. Students participate in field observations and present case documentations. Prerequisites: (DHE212 and DHE213), and admissions to the Dental Hygiene Program. Corequisites: DHE233.

DHE233 5 Credits
Dental Hygiene Clinic III
Application of the dental hygiene process of care with emphasis on diverse populations. Students prepare for clinical practice using self assessment, evaluation and critical thinking skills. Prerequisites: (DHE212 and DHE213), and admission to the Dental Hygiene Program. Corequisites: DHE232.

Early Childhood Education (ECH)

ECH128 3 Credits
Early Learning: Play and the Arts
Examines theory, research and practices relating to play and the creative arts in early childhood. Considers practical constraints and alternative perspectives. Includes participation in a play environment with young children. Prerequisites: None.

ECH181* 1 Credit
Enhancing Infant Development
Introduction to principles of development in infants from birth through 18 months. Emphasis on infant individuality and adult-infant interactions in practical care and play activities. Prerequisites: None.

ECH182* 1 Credit
Enhancing Toddler Development
Overview of the developmental needs of children from 15 through 30 months. Emphasis on the adult role in providing a safe, stimulating everyday environment where toddlers may explore, imitate and communicate with others. Prerequisites: None.

ECH190 3 Credits
Emergent Language and Literacy
Analyzing, assessing, and enhancing language and literacy development for the young child. Prerequisites: None.

ECH236 1 Credit
Learning Materials for Young Children
Design aspects of traditional early childhood play materials examined for teaching/learning potential. Includes design, production, and field-testing of teacher-made devices. Prerequisites: None.

ECH253 3 Credits
National Credential Portfolio Development
Portfolio or resource file development, completion, and presentation. Self-assessment and credentialing planning, professional development, writing, and critical learning included. Prerequisites: Permission of Program Director.

ECH270 1 Credit
Observing Young Children
Introduction to techniques of observing young children. Recording methods, interpretation and use of collected information including legal and ethical implications. Prerequisites: None.

ECH271 1 Credit
Arranging the Environment
Exploration of the influence of the environment on the behavior of young children. Indoor and outdoor spaces considered and analysis of environments practiced. Prerequisites: None.

ECH272* 1 Credit
Science for the Young Child
Methods and techniques for encouraging beginning scientific thinking among young children. Focus upon the theory of Jean Piaget. Prerequisites: None.

ECH273* 1 Credit
Math for the Young Child
Methods and techniques for encouraging the beginnings of mathematical/logical thought with young children. Focus upon the theory of Jean Piaget. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

ECH274* 1 Credit
Books and Verse for the Young Child
Introduction to verse, storytelling, books and bookmaking for infants, toddlers, and preschoolers. Information as well as storybooks considered. Prerequisites: None.

ECH275* 1 Credit
Literacy Development and the Young Child
Literacy from birth through the early childhood years. Focus on developmentally appropriate ways to encourage speaking, listening, writing, and reading in the home and classroom. Prerequisites: None.

ECH276* 1 Credit
Musical Beginnings
Considers responses to sound, rhythm, and melody from infancy through early childhood. Management and planning for listening, singing, moving and creating rhythms and music with young children. Prerequisites: None.

ECH279* 1 Credit
Early Childhood Curriculum Development
An intensive focus on the process of building curriculum units appropriate to the developmental needs and abilities of the young child. Design, use and evaluation of materials and activities. Prerequisites: None.

ECH280 1 Credit
Food Experiences with Young Children
A discussion of the nutritional needs of young children and the cultural and social meanings of foods, feeding and eating. Includes planning and managing food experiences in home and group settings. Prerequisites: None.

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.

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)

EED111 3 Credits
Multimedia and the Early Childhood Education Classroom
Explore theories and teaching strategies of utilizing multimedia with children birth through 8 years of age. Examine usage of various multimedia in early childhood education settings. Explore ways to integrate appropriate multimedia usage into learning. Explore the use of multimedia and ECE professional growth. Prerequisites: None.

EED200 3 Credits
Foundations of Early Childhood Education
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: None. Course Notes: EED200 requires a minimum of 30 hours of field experience in birth to age eight environments.

EED205 3 Credits
The Developing Child: Prenatal to Age Eight
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Includes practical application and fieldwork experience. Prerequisites: None.

EED210 3 Credits
Creative and Cognitive Play
Benefits of play for children birth to 8 years of age. Inclusion of art, music, and movement used in all dimensions of play. Identify uses and roles in the development of children. Prerequisites: CFS/ECH176, or CFS235, or EED205.

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# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED211</td>
<td>3</td>
<td>Language Acquisition in the Young Child</td>
<td>CFS/ECH176, or CFS235, or EED205</td>
</tr>
<tr>
<td>EED212</td>
<td>3</td>
<td>Guidance, Management and the Environment</td>
<td>None</td>
</tr>
<tr>
<td>EED215</td>
<td>3</td>
<td>Early Learning: Health, Safety, Nutrition and Fitness</td>
<td>None</td>
</tr>
<tr>
<td>EED220</td>
<td>3</td>
<td>Child, Family, Community and Culture</td>
<td>None</td>
</tr>
<tr>
<td>EED222</td>
<td>3</td>
<td>Introduction to the Exceptional Young Child: Birth to Age Eight</td>
<td>None</td>
</tr>
<tr>
<td>EED245</td>
<td>3</td>
<td>Early Learning: Language Acquisition and Literacy Development</td>
<td>None</td>
</tr>
<tr>
<td>EED250</td>
<td>3</td>
<td>Early Literacy Development</td>
<td>None</td>
</tr>
<tr>
<td>EED255</td>
<td>3</td>
<td>Portfolio Development and Writing for the Profession</td>
<td>Completion of twelve (12) credit hours of EED coursework and permission of Program Coordinator</td>
</tr>
<tr>
<td>EED260</td>
<td>1</td>
<td>Early Childhood Infant/Toddler Internship</td>
<td>Permission of department</td>
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<tr>
<td>EED261</td>
<td>1</td>
<td>Early Childhood Preschool Internship</td>
<td>Permission of department</td>
</tr>
<tr>
<td>EED262</td>
<td>2</td>
<td>Early Childhood Internship: Infant/Toddler</td>
<td>Permission of department</td>
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<tbody>
<tr>
<td>EED263</td>
<td>2</td>
<td>Early Childhood Internship: Preschool</td>
<td>Work experience with preschoolers in early care and education settings. Prerequisites: Permission of department.</td>
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<tr>
<td>EED265</td>
<td>4</td>
<td>Early Childhood Internship: K-3</td>
<td>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: EED100, EED200, EED212, EED215, EED220, EED222, EED270, EED275, and EED280.</td>
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</tr>
<tr>
<td>EED270</td>
<td>3</td>
<td>Early Learning Development: Birth to Age Eight</td>
<td>Teaching and early learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to early learning for the young child, birth to age eight. Prerequisites: CFS/ECH176, or CFS205, or CFS235, or EED205, or permission of instructor.</td>
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</tr>
<tr>
<td>EED272</td>
<td>3</td>
<td>Early Childhood Educational Psychology</td>
<td>Focus on the study and application of psychological principles, theories, and methodologies related to early childhood teaching and learning. Emphasis on early childhood developmental, learning, and motivational theories. Current trends also covered. Prerequisites: None.</td>
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<tr>
<td>EED275</td>
<td>3</td>
<td>Early Learning Curriculum and Instruction: Math and Science</td>
<td>Overview and practical application of teaching math and science concepts to typical and atypical toddlers, preschoolers, and students Kindergarten-third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of National Association for the Education of Young Children Standards, Early Learning Standards, Arizona Academic Standards (K-3), State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards. Practicum required. Prerequisites: EED200.</td>
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</tr>
<tr>
<td>EED276</td>
<td>3</td>
<td>Global Child Development</td>
<td>Exploration of the ways that biology and cultures influence the well-being and development of children around the world. Considers traditional and scientific views of the child, as well as threats to the well-being of the young in the contemporary world. Prerequisites: None.</td>
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<tr>
<td>EED277</td>
<td>3</td>
<td>Early Learning Curriculum and Instruction: Language Arts, Social Studies, Art, Music and Movement</td>
<td>Overview and practical application of teaching language arts, social studies, art, music and movement to typical and atypical toddlers, preschoolers, and students K-3. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of National Association for the Education of Young Children Standards, Early Learning Standards, Arizona Academic Standards (K-3), and State Board of Education Professional Teaching Standards. Practicum required. Prerequisites: CFS/ECH176 or EED205.</td>
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<tr>
<td>EED278</td>
<td>3</td>
<td>Early Learning: Curriculum and Instruction – Birth/Preschool</td>
<td>Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through five years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes field experience. Prerequisites: EED200.</td>
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<tr>
<td>EED280</td>
<td>3</td>
<td>Standards, Observation &amp; Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight</td>
<td>Standards, observation, and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children (birth to age eight). Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: CFS/ECH176, or CFS235, or EED205.</td>
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*Courses offered through an Educational Partnership and Customized Training program only.*
Early Education Professions (EEP)

EEP218 1 Credit
Early Learning: Health and Nutrition
Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes field experiences. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

EEP224 3 Credits
Child Development: Prenatal to Age Eight
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in typical and atypical young children. Includes practical application and fieldwork experience. Prerequisites: Baccalaureate Degree from a regionally accredited institution.

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: None.

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: None.

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: None.

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: None.

EEP250 3 Credits
Early Childhood Language and Literacy Development
Overview of language development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children's books. Prerequisites: None.

EEP255 3 Credits
Portfolio Development
Portfolio development, completion, and presentation. Self-assessment and educational short-term and long-term planning, professional development, writing and critical learning included. Prerequisites: Completion of twelve (12) credit hours of EEP coursework and permission of department.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EEP260  3 Credits
Early Childhood Curriculum and Methods of Math - Birth to Age Eight
Overview and practical application of teaching math concepts to toddlers, preschoolers, and students Kindergarten through third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards (K-3), State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP260 requires an approved school-based practicum.

EEP262  2 Credits
Early Childhood Curriculum and Methods of Science - Birth to Age Eight
Overview and practical application of teaching science concepts to toddlers, preschoolers, and students Kindergarten and third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards K-3, State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP262 requires an approved school-based practicum.

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 school-based practicum.

EEP266  1 Credit
Early Childhood Curriculum and Methods in Language Arts - Birth to Age Eight
Overview and practical application of teaching Language Arts concepts to toddlers, preschoolers, and students in Kindergarten through third grade (K-3). Covers communication skills of reading, writing, listening and speaking, interpreting visual messages and creating visual messages. Emphasis on overview and practical application of Early Learning Standards, Arizona Language Arts Standards (K-3), and State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

EEP268  1 Credit
Early Childhood Curriculum and Methods in The Arts - Birth to Age Eight
Exploration of fine arts integration, birth to age 8, in early childhood settings. Focus on the impact on life-long learning and education goal achievement when curriculum includes fine arts. Arizona art standards of dance, visual, theater and music also covered. Prerequisites: Baccalaureate Degree and formal admission to a post-baccalaureate early childhood teacher preparation program.

EEP276  3 Credits
Standards, Observation and Assessment of Typical and Atypical Behaviors Birth to Age Eight
Observation and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children birth to age eight. Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: EEP260, EEP262, EEP264, EEP266, EEP268 and Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EEP279 4 Credits
Early Childhood Elementary Methods: K-3
Overview and practical application of teaching elementary science, math and social studies. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a post-baccalaureate early childhood teacher preparation program.

EEP282 4 Credits
Foundations, Guidance, and Management in the Early Childhood Environment
Overview of early childhood education in American society, including current issues and responsibilities. Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age five. Includes field experience. Prerequisites: Baccalaureate Degree from a regionally accredited institution.

EEP285 4 Credits
Curriculum, Instruction, Standards, Observation and Assessment in Early Education
Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through eight years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes overview and practical application of Early Learning Standards, Arizona Academic Standards (K-3), observation techniques and assessment methodologies. Includes field experience. Prerequisites: EEP282, EEP283, and EEP284.

EEP288 4 Credits
Student Teaching Lab - Early Childhood
Supervised (K-3) student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276) and permission of Department or Division.

EEP289 4 Credits
Internship: Early Childhood Infant, Toddler, Preschool
Supervised field experience with infants, toddlers and/or preschoolers in early care and education settings. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program and (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276) and permission of Department or Division. Course Notes: EEP289 requires 180 hours of supervision in the classroom.

EEP290 4 Credits
Early Learning Environment: Foundations, Guidance and Management
Overview of early childhood education in American society, including current issues and responsibilities. Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age five. Includes field experience. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

EEP291 4 Credits
Early Learning: Development and the Exceptional Young Child
Teaching and early learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to early learning. Includes overview of the exceptional learner (birth - age 5), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Includes field experience. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.
Course Descriptions

**EEP293  6 Credits**  
**Early Language/Literacy Development: Curriculum, Instruction, Standards, Observation and Assessment**

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. Overview of emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing leading to reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children's books included. State Board of Education Professional Early Learning Standards and Arizona Academic Standards (K-3) also covered. Prerequisites: EEP290, EEP291, and EEP292.

**Economics (ECN)**

**ECN211  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  ECN2202  3 Credits**  
**Microeconomic Principles**

Microeconomics analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes non-competitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None.

**Education (EDU)**

**EDU204  3 Credits**  
**Fine Arts in Educational Settings**

Exploration of fine arts integration in the K-12 classroom setting. Focus on the impact of life-long learning and education goal achievement when curriculum includes fine arts. Arizona art standards of dance, visual, theatre and music also covered. Prerequisites: None.

**EDU207  3 Credits**  
**Teaching Adolescents**

Focuses on understanding adolescents’ development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program.

**EDU208  1 Credit**  
**Introduction to Structured English Immersion**

Emphasis on understanding English Language Learners (ELL) in the mainstream classroom. Brief history, culture, theory, methods, and an introduction to both the English Language Proficiency (ELP) standards and the state-mandated English Language proficiency assessment test covered. Includes review of alternative methods of assessment. Prerequisites: None.

**EDU209AA  3 Credits**  
**Teaching Students with Emotional Disabilities**

Investigation into the characteristics of and teaching strategies for students with emotional disabilities. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222.

**EDU209AB  3 Credits**  
**Teaching Students with Learning Disabilities**

Investigation into the characteristics of and teaching strategies for students with learning disabilities. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU209AC 3 Credits
Teaching Students with Mild and Moderate Mental Retardation/Intellectual Disabilities
Investigation into the characteristics of and teaching strategies for students with mild and moderate mental retardation. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222.

EDU209AD 3 Credits
Teaching Students with Physical and Other Health Impairments
Investigation into the characteristics of and teaching strategies for students with physical and other health impairments. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222.

EDU209AF 3 Credits
Assessment of Exceptional Learners
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. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU209AA, or EDU209AB, or EDU209AC, or EDU209AD), and EDU219, and EDU222.

EDU215 1 Credit
Methods and Curriculum Development in Secondary Education
Overview and practical application of teaching methodology and curriculum development for secondary education teachers. Teaching strategies, curriculum design, lesson objectives, time management skills, teaching resources and student assessments covered. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: Upon completion of EDU215, students are required to enroll in one of the following courses: EDU215AA or EDU215AB or EDU215AC or EDU215AD or EDU215AE.

EDU215AA 2 Credits
Methods and Curriculum Development in Secondary Social Studies
Overview and practical application of social studies teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215.

EDU215AB 2 Credits
Methods and Curriculum Development in Secondary Mathematics
Overview and practical application of mathematics teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215.

EDU215AC 2 Credits
Methods and Curriculum Development in Secondary Science
Overview and practical application of science teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215.
Course Descriptions

EDU215AD 2 Credits
Methods and Curriculum Development in Secondary English
Overview and practical application of English teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215.

EDU215AE 2 Credits
Methods and Curriculum Development in Secondary Education - Special Topics
Overview and practical application of teaching methodology and curriculum development for secondary teachers in special topics such as Music, Theater, Art, Economics, Foreign Languages, Computers, PE, etc. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215.

EDU217 3 Credits
Methods for the Structured English Immersion (SEI)/ESL Student
Methods of planning, developing, and analyzing lesson plans in all content areas to meet English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development and evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state-mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU220 or EPD220 or EDU225). Course Notes: Approved school-based practicum is required. EDU217 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education. Designed for undergraduate students.

EDU219 3 Credits
Special Education Techniques and Methods
School-based experiences relating to the understanding of and teaching strategies for exceptional learners with mild/moderate mental retardation, learning disabilities, emotional disabilities, physical disabilities and/or other health related impairments. Provides opportunities for students to apply learning in the classroom. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU209AA, EDU209AB, EDU209AC, and EDU209AD) and EDU222.

EDU220 3 Credits
Introduction to Serving English Language Learners (ELL)
Rationale for and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Prerequisites: None. Course Notes: Approved school-based practicum is required. EDU220 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU221 3 Credits
Introduction to Education
Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None. Course Notes: EDU221 requires a minimum of 30 hours of field experience in elementary or secondary classroom environment.

EDU222 3 Credits
Introduction to the Exceptional Learner
Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Includes school-based practicum. Prerequisites: None.

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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222.

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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222.

EDU223AC 3 Credits
Mild and Moderate Mental Retardation/Intellectual Disability in the Classroom
Investigation into the characteristics of and teaching strategies for students with mild and moderate mental retardation. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222.

EDU223AD 3 Credits
Physical and Other Health Impairments in the Classroom
Investigation into the characteristics of and teaching strategies for students with physical and other health impairments. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with physical and other health impairments. Approved school-based practicum required. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate preparation program, and EDU222.

EDU223AF 3 Credits
Assessment in Special Education
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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate preparation program and (EDU223AA, or EDU223AB, or EDU223AC, or EDU223AD) and EDU222 and EDU226.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU224  3 Credits
Brain Development and Learning
Teaching and learning issues within a cognitive processes context. Covers emotions, memory, and recall as well as early brain development and its relationship to learning. Emphasis on current neuroscientific brain research and how it impacts teaching practice in preK-12 classrooms. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU224 is intended for students in an undergraduate partnership program.

EDU226  3 Credits
Methods in Special Education
School-based experiences relating to the understanding of and teaching strategies for exceptional learners with mild/moderate mental retardation, learning disabilities, emotional disabilities, physical disabilities and/or other health related impairments. Provides opportunities for students to apply learning in the classroom. Includes current research findings related to the application and learning in Special Education methods. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and EDU222 and (EDU223AA, EDU223AB, EDU223AC, and EDU223AD).

EDU227  3 Credits
Social Studies Techniques and Methods
Overview of teaching elementary social studies. Topics include lesson plans preparation, teaching strategies, assessments, classroom management techniques and teaching resources. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program.

EDU228AA  3 Credits
Reading and Decoding: Elementary
Focus on the theories, methods and models of the teaching and learning processes of reading in the elementary grades. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU228AA requires an approved school-based practicum. EDU228AA is intended for students in an undergraduate partnership program.

EDU228AB  3 Credits
Reading and Decoding: Secondary
Focus on the theories, methods and models of teaching literacy and decoding in the content areas of secondary grades. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU228AB is intended for students in an undergraduate partnership program.

EDU228AC  3 Credits
Reading and Decoding: Phonics Based
Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPPI) and other methods for teaching reading. Emphasis on methods mandated by Arizona legislation. Covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU228AC requires an approved school-based practicum. EDU228AC is intended for students in an undergraduate partnership program.

EDU229  3 Credits
Science Techniques and Methods
Overview and practical application of teaching elementary science. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Professional Teaching Standards. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program.

EDU230  3 Credits
Cultural Diversity in Education
Examination of the relationship of cultural values to the formation of self-concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on teacher preparation (preservice and/or inservice) to offer an equal educational opportunity to students of all cultural groups. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**EDU231 3 Credits**

**Mathematics Techniques and Methods**

**EDU232 3 Credits**

**Serving K-12 English Language Learners (ELL)**
Rationale and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Includes current research findings related to teaching English language learners. Prerequisites: Student must possess a bachelor's degree. Course Notes: EDU232 requires an approved school-based practicum. EDU232 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

**EDU234 2 Credits**

**Role and Function of the Paraprofessional**
Overview and understanding of the role and responsibilities of the Paraprofessional K-12 classroom. Covers appropriate strategies related to student interaction and communication, tutoring techniques, and leadership role in the classroom. Recognition of children with special needs and delivery of teacher identified support also included. Prerequisites: None.

**EDU235 3 Credits**

**The Exceptional Learner**
Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Includes current research findings related to teaching exceptional learners. Prerequisites: Student must possess a bachelor's degree. Course Notes: EDU235 requires an approved school-based practicum.

**EDU250 3 Credits**

**Teaching and Learning in the Community College**
The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.

**EDU251 3 Credits**

**Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**
Methods of planning, developing, and analyzing lesson plans in all content areas using English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development/evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Includes current research findings related to teaching English language learners. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU220 or EPD220 or EDU225 or permission of Department or Division). Course Notes: Approved school-based practicum required. EDU251 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education.

**EDU253 3 Credits**

**Managing the Classroom**
Classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles covered. Professional Teaching Standards emphasized. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU253 requires an approved school-based practicum. EDU253 is intended for students in an undergraduate partnership university transfer to a Bachelor of Education.

*Courses offered through an Educational Partnership and Customized Training program only.*
**Course Descriptions**

**EDU255AB**  
*4 Credits*  
**Intern Certificate Student Teaching Lab – Elementary Education**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AA and a minimum of 50% successful completion of all designated, required course work.

**EDU255AC**  
*2 Credits*  
**Intern Certificate Student Teaching Lab – Elementary Education I**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

**EDU255AD**  
*2 Credits*  
**Intern Certificate Student Teaching Lab – Elementary Education II**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AC and a minimum of 25% successful completion of all designated, required course work.

**EDU255AE**  
*2 Credits*  
**Intern Certificate Student Teaching Lab – Elementary Education III**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AD and a minimum of 50% successful completion of all designated, required course work.

**EDU255AF**  
*2 Credits*  
**Intern Certificate Student Teaching Lab – Elementary Education IV**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AE and a minimum of 75% successful completion of all designated, required course work.

**EDU256AB**  
*4 Credits*  
**Intern Certificate Student Teaching Lab – Secondary Education**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AA and a minimum of 50% successful completion of all designated, required course work.

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*Courses offered through an Educational Partnership and Customized Training program only.*
**Course Descriptions**

**EDU256AC 2 Credits**  
*Intern Certificate Student Teaching Lab – Secondary Education I*
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

**EDU256AD 2 Credits**  
*Intern Certificate Student Teaching Lab – Secondary Education II*
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AC and a minimum of 25% successful completion of all designated, required course work.

**EDU256AE 2 Credits**  
*Intern Certificate Student Teaching Lab – Secondary Education III*
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AD and a minimum of 50% successful completion of all designated, required course work.

**EDU256AF 2 Credits**  
*Intern Certificate Student Teaching Lab – Secondary Education IV*
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AE and a minimum of 75% successful completion of all designated, required course work.

**EDU257AB 4 Credits**  
*Intern Certificate Student Teaching Lab – Special Education*
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AA and a minimum of 50% successful completion of all designated, required course work.

**EDU257AC 2 Credits**  
*Intern Certificate Student Teaching Lab – Special Education I*
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU257AD 2 Credits
Intern Certificate Student Teaching Lab – Special Education II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AC and a minimum of 25% successful completion of all designated, required course work.

EDU257AE 2 Credits
Intern Certificate Student Teaching Lab – Special Education III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AD and a minimum of 50% successful completion of all designated, required course work.

EDU257AF 2 Credits
Intern Certificate Student Teaching Lab – Special Education IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AE and a minimum of 75% successful completion of all designated, required course work.

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 school-based practicum.

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 school-based practicum.

EDU261AA 4 Credits
Dance Methods and Curriculum Development for Elementary
Overview and practical application of teaching elementary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU261AA requires an approved school-based practicum.

EDU261AB 4 Credits
Dance Methods and Curriculum Development for Secondary
Overview and practical application of teaching secondary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU261AB requires an approved school-based practicum.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

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 school-based practicum.

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 school-based practicum.

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 school-based practicum.

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 school-based practicum.

EDU268 2 Credits
Secondary School Dynamic Instruction
Overview and practical application of teaching methodology for secondary education teachers. Teaching strategies for direct instruction, cooperative learning, problem-based instruction and experiential learning covered. Professional Teaching Standards emphasized. Approved school-based practicum required. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215.

EDU270 3 Credits
Learning and the Brain
Teaching and learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to learning. Emphasis on current neuroscientific brain research and how it impacts teaching practice in preK-12 classrooms. Prerequisites: None.

EDU270AA 3 Credits
Elementary Reading and Decoding
Focus on the theories, methods and models of the teaching and learning processes of reading in the elementary grades. Includes current research findings related to methods of teaching reading in the elementary school setting. Approved school-based practicum required. Prerequisites: None.

EDU270AB 3 Credits
Secondary Reading and Decoding
Focus on the theories, methods and models of the teaching literacy and decoding in the content areas of secondary grades. Prerequisites: Baccalaureate Degree and formal admission to a state approved Post Baccalaureate teacher preparation program.

EDU271 3 Credits
Phonics Based Reading and Decoding
Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSP1) and other methods for teaching reading. Covers the history of written language, alphabetic reading, and writing systems, and implementation of effective methods for reading instruction. Approved school-based practicum required. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

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: PSY101 or approval of instructor.

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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program.

EDU276 3 Credits
Classroom Management
Classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles covered. Professional Teaching Standards emphasized. Includes current research findings related to classroom management methods. Approved school-based practicum required. Prerequisites: None.

EDU277AA 8 Credits
Elementary Student Teaching
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU217, EDU227, EDU229, EDU231, EDU285AB and EDU287AB) and permission of Department or Division.

EDU277AB 8 Credits
Secondary Student Teaching
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU207, EDU215, EDU217, EDU285AB and EDU287AB) and permission of Department or Division.

EDU277AC 8 Credits
Special Education: Cross-Categorical Student Teaching
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU209AF, EDU219, EDU231, EDU285AB and EDU287AB) and permission of Department or Division.

EDU278 3 Credits
Educational Assessment and Evaluation
Examination of assessing student performance. Assessment criteria and development of various types of assessment covered. Instructor developed assessments emphasized. Standardized, norm-referenced and criterion-referenced tests also included. Arizona State Board of Education Professional Teaching Standards emphasized. Prerequisites: EDU272.

EDU282AC* 3 Credits
Volunteerism for Education: A Service Learning Experience
Service-learning field experience within educational systems, citizen advocacy groups, and human service organizations/agency. Prerequisites: Permission of Instructor. Course Notes: EDU282AC may be repeated for a total of six (6) EDU282 credit hours; may not repeat specific agency assignment for more than three (3) credit hours. Standard grading available according to procedures outlined in catalog.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU284  2 Credits
Dynamic Teaching in the Secondary School
Overview and practical application of teaching methodology for secondary education teachers. Teaching strategies for direct instruction, cooperative learning, problem-based instruction and experiential learning covered. Professional Teaching Standards emphasized. Includes current research findings related to secondary education teaching methods. Approved school-based practicum required. Prerequisites: Baccalaureate degree and formal admission to a state approved post-baccalaureate teacher preparation program.

EDU285  2 Credits
Education Seminar
Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Departmental Approval. Course Notes: EDU285 may be repeated for a total of six (6) credit hours.

EDU285AA  1 Credit
Education Program Seminar
Overview of the teacher education program model, Teaching Standards and the Educator Assessments. Educational program policies and procedures emphasized. Includes basic skills assessment and fingerprinting regulations. Prerequisites: None.

EDU285AB  1 Credit
Current Perspectives in Education
Focus on the importance of standards and their relationship to teaching and learning. Instructional design tools for standard based activities and their application in the classroom emphasized. Includes instructional design, resource management, and assessment rubrics. Educational program policies and procedures also covered. Prerequisites: Formal admission to an undergraduate teacher preparation program.

EDU285AC  1 Credit
Education Perspectives
Focus on the importance of standards and their relationship to teaching and learning. Instructional design tools for standard based activities and their application in the classroom emphasized. Includes instructional design, resource management, and assessment rubrics. Prerequisites: Baccalaureate degree and formal admission to a state approved post baccalaureate teacher preparation program.

EDU285AD  1 Credit
Seminar: Education Program Model
Overview of the teacher education program model, professional teaching standards, and teacher certification exams. Educational program policies and procedures emphasized. Includes basic skills assessment and fingerprinting regulations. Prerequisites: None. Course Notes: EDU285AD is intended for students in an undergraduate partnership university transfer to a Bachelor of Education.

EDU287AA  1 Credit
Master Teacher Seminar I
Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: None. Course Notes: May be repeated for a total of four (4) credit hours.

EDU287AB  1 Credit
Master Teacher Seminar II
Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU287AB may be repeated for a total of four (4) credit hours.

EDU287AC  1 Credit
Master Teacher Seminar III
Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Baccalaureate degree and formal admission to a state approved post baccalaureate teacher preparation program. Course Notes: May be repeated for a total of four (4) credit hours.

EDU287AD  1 Credit
Master Teacher Seminar IV
Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Formal admission to undergraduate teacher certification program. Course Notes: EDU287AD may be repeated for a total of four (4) credit hours. EDU287AD is intended for students in an undergraduate partnership university transfer to a Bachelor of Education.

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

**EDU288AA**  
8 Credits  
**Student Teaching Lab - Elementary**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU251 and permission of Department or Division).

**EDU288AB**  
8 Credits  
**Student Teaching Lab - Secondary**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU251 and permission of Department or Division.)

**EDU288AC**  
8 Credits  
**Special Education: Cross-Categorical - Lab**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU223AA, EDU223AB, EDU223AC, EDU223AD, EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and Departmental approval.

**EDU289**  
1 Credit  
**Secondary Methods and Curriculum Development**  
Overview and practical application of teaching methodology and curriculum development for secondary education teachers. Teaching strategies, curriculum design, lesson objectives, time management skills, teaching resources and student assessments covered. Professional Teaching Standards emphasized. Includes current research findings related to secondary education methods and curriculum development. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: Upon completion of EDU289, students are required to enroll in one of the following courses: EDU289AA or EDU289AB or EDU289AC or EDU289AD or EDU289AE or EDU289AF.

**EDU289AA**  
2 Credits  
**Secondary Social Studies Methods and Curriculum Development**  
Overview and practical application of social studies teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary social studies content. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289.

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU289AB</td>
<td>2</td>
<td>Secondary Mathematics Methods and Curriculum Development</td>
<td>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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289.</td>
</tr>
<tr>
<td>EDU289AC</td>
<td>2</td>
<td>Secondary Science Methods and Curriculum Development</td>
<td>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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289.</td>
</tr>
<tr>
<td>EDU289AD</td>
<td>2</td>
<td>Secondary English Methods and Curriculum Development</td>
<td>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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289.</td>
</tr>
<tr>
<td>EDU289AE</td>
<td>2</td>
<td>Secondary Methods and Curriculum Development in Special Topics</td>
<td>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. Approved school-based practicum required. Prerequisites: Baccalaureate degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289.</td>
</tr>
<tr>
<td>EDU290</td>
<td>3</td>
<td>Science Methods and Curriculum Development</td>
<td>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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program.</td>
</tr>
<tr>
<td>EDU291</td>
<td>3</td>
<td>Children's Literature</td>
<td>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.</td>
</tr>
<tr>
<td>EDU292</td>
<td>3</td>
<td>The Art of Storytelling</td>
<td>Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Prerequisites: None.</td>
</tr>
</tbody>
</table>

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU293 3 Credits
Mathematics Methods and Curriculum Development
Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, Professional Teaching Standards and National Council of Teachers of Mathematics Standards also covered. Includes current research findings related to the application and learning of elementary mathematics content. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program.

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. Approved school-based practicum required. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program.

EFE203 0.5 Credit
Family Engagement Specialist: Adolescent Behavior
Focus on the exploration of adolescent development as it applies to parenting and parent/K-12 school partnerships for the Family Engagement Specialist. Includes parenting styles and home structures. Prerequisites: EFE202.

EFE204 0.5 Credit
Family Engagement Specialist: Written Communication
Overview and practical application of written K-12 school communication for the Family Engagement Specialist. Includes systemic school methods of communication. Prerequisites: EFE203.

EFE205 0.5 Credit
Family Engagement Specialist: Cultural Diversity
Emphasis on liaison strategies for creating climates of inclusion for the Family Engagement Specialist. Includes support system development and creation of an individual K-12 student achievement plan. Prerequisites: EFE204.

EFE206 0.5 Credit
Family Engagement Specialist: Public Speaking
Development of presentation skills for the Family Engagement Specialist. Includes strategies to assist in the delivery of effective workshop trainings and presentations for K-12 school and family learning. Prerequisites: EFE205.

EFE207 0.5 Credit
Family Engagement Specialist: Introduction to Education
Overview of federal legislation that influence K-12 school, family, and community partnerships. Focus on Title I legislation. Prerequisites: EFE206.

EFE208 0.5 Credit
Family Engagement Specialist: Leadership
Practical on-site experience for the Family Engagement Specialist in a K-12 school environment working with parents. Includes self-evaluation of skills and techniques necessary to engage parents in their role as child's first teacher. Overview of various levels of leadership also covered. Prerequisites: EFE207.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EFE260  12 Credits
Student Teaching Lab K-12 - Art
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state-approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE260AC  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE260AD  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE260AE  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE260AF  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE261  12 Credits
Student Teaching Lab K-12 - Dance
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EFE261AC 3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE261AD 3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE261AE 3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE261AF 3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE262 12 Credits
Student Teaching Lab K-12 - Drama
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE262AC 3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EFE262AD  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE262AE  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE262AF  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE263  12 Credits
Student Teaching Lab K-12 - Music
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE263AC  3 Credits
Intern Certificate Student Teaching Lab K-12 - Music Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE263AD  3 Credits
Intern Certificate Student Teaching Lab K-12 - Music Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AC, and a minimum of 25% successful completion of all designated, required coursework.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EFE263AE  3 Credits
Intern Certificate Student Teaching Lab K-12 - Music Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE263AF  3 Credits
Intern Certificate Student Teaching Lab K-12 - Music Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE285  8 Credits
Student Teaching Lab: Special Education Learning Disabilities
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE285AC  2 Credits
Student Teaching Lab: Special Education Learning Disabilities I
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE285AD  2 Credits
Student Teaching Lab: Special Education Learning Disabilities II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE285AE  2 Credits
Student Teaching Lab: Special Education Learning Disabilities III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AD, and a minimum of 50% successful completion of all designated, required coursework.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**EFE285AF 2 Credits**

**Student Teaching Lab: Special Education Learning Disabilities IV**

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AE, and a minimum of 75% successful completion of all designated, required coursework.

**EFE286 8 Credits**

**Student Teaching Lab: Special Education Mental Retardation**

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AE, and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

**EFE286AC 2 Credits**

**Student Teaching Lab: Special Education Mental Retardation I**

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

**EFE286AD 2 Credits**

**Student Teaching Lab: Special Education Mental Retardation II**

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AC, and a minimum of 75% successful completion of all designated, required coursework.

**EFE286AE 2 Credits**

**Student Teaching Lab: Special Education Mental Retardation III**

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AD, and a minimum of 50% successful completion of all designated, required coursework.

**EFE286AF 2 Credits**

**Student Teaching Lab: Special Education Mental Retardation IV**

Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AE, and a minimum of 75% successful completion of all designated, required coursework.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EFE287 8 Credits
Student Teaching Lab: Special Education Emotional Disabilities
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE287AC 2 Credits
Student Teaching Lab: Special Education Emotional Disabilities I
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE287AD 2 Credits
Student Teaching Lab: Special Education Emotional Disabilities II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE287AE 2 Credits
Student Teaching Lab: Special Education Emotional Disabilities III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE287AF 2 Credits
Student Teaching Lab: Special Education Emotional Disabilities IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE288 8 Credits
Student Teaching Lab: Special Education Orthopedic Impairment
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**EFE288AC** 2 Credits
**Student Teaching Lab: Special Education Orthopedic Impairment I**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

**EFE288AD** 2 Credits
**Student Teaching Lab: Special Education Orthopedic Impairment II**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AC, and a minimum of 25% successful completion of all designated, required coursework.

**EFE288AE** 2 Credits
**Student Teaching Lab: Special Education Orthopedic Impairment III**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AD, and a minimum of 50% successful completion of all designated, required coursework.

**EFE288AF** 2 Credits
**Student Teaching Lab: Special Education Orthopedic Impairment IV**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AE, and a minimum of 75% successful completion of all designated, required coursework.

**EFE289** 8 Credits
**Student Teaching Lab: Special Education Health and Other Impairments**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

**EFE289AC** 2 Credits
**Student Teaching Lab: Special Education Health and Other Impairments I**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EFE289AD 2 Credits
Student Teaching Lab: Special Education Health and Other Impairments II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE289AE 2 Credits
Student Teaching Lab: Special Education Health and Other Impairments III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE289AF 2 Credits
Student Teaching Lab: Special Education Health and Other Impairments IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AE, and a minimum of 75% successful completion of all designated, required coursework.

Education of Adult Learners (EDA)

EDA220 3 Credits
Introduction to the Adult Learner
Provides an introduction to the field of adult education. Study of the adult as a learner, teaching-learning theories for adults, models and procedures for planning, designing, managing, and evaluating adult learning activities, and theories of motivation. Intended for practitioners who provide instruction to adults in a wide variety of workplace, community and lifelong learning arenas. Prerequisites: None.

EDA230 3 Credits
Curriculum Development in Adult Education
Study of the principles and techniques for development of curricula for adult education services and programs. Prerequisites: EDA220 or permission of Department or Division.

EDA245 3 Credits
Introduction to Coaching: Theory to Practice
Introduction to coaching as a field of study. Exploration of the nature of the profession in addition to theories, skills, and issues relative to the profession. Prerequisites: None.

EDA246 1 Credit
Motivating Adult Learners
Overview of effective instruction as a consistent motivational process. Exploration of the influence of cultural relevance, adult learning styles, and intrinsic motivation on effective instruction. Also covers adult construction of knowledge. Prerequisites: None.

EDA250 3 Credits
Mentoring the Adult Learner
Practice of mentoring as a process to provide effective on-the-job support and guidance to foster personal and professional growth of adult learners. Analyze the role of a mentor and practice how to build trust, clarify communication, and provide supportive feedback during collaborative planning, observation, and reflection activities. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDA260  1 Credit
Coaching Practicum
Application of knowledge and skills in an applied coaching setting with supervision. Prerequisites: (CFS204, CFS205, EDA240, EDA245, EDA246, and EDA250) or permission of Department or Division. Course Notes: Course includes 30 hours of directed and supervised coaching experience.

Education Professional Development (EPD)

EPD212AA  3 Credits
Elementary Art Methods and Curriculum Development
Overview and practical application of teaching elementary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of department or division. Course Notes: EPD212AA requires an approved school-based practicum.

EPD212AB  3 Credits
Secondary Art Methods and Curriculum Development
Overview and practical application of teaching secondary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD212AB requires an approved school-based practicum.

EPD213AA  3 Credits
Elementary Dance Methods and Curriculum Development
Overview and practical application of teaching elementary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of department or division. Course Notes: EPD213AA requires an approved school-based practicum.

EPD213AB  3 Credits
Secondary Dance Methods and Curriculum Development
Overview and practical application of teaching secondary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD213AB requires an approved school-based practicum.

EPD214AA  3 Credits
Elementary Dramatic Arts Methods and Curriculum Development
Overview and practical application of teaching elementary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD214AA requires an approved school-based practicum.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EPD214AB 3 Credits  Secondary Dramatic Arts Methods and Curriculum Development  Overview and practical application of teaching secondary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD214AB requires an approved school-based practicum.

EPD215AA 3 Credits  Elementary Music Methods and Curriculum Development  Overview and practical application of teaching elementary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD215AA requires an approved school-based practicum.

EPD215AB 3 Credits  Secondary Music Methods and Curriculum Development  Overview and practical application of teaching secondary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD215AB requires an approved school-based practicum.

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 school-based practicum.

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 school-based practicum.

EPD220 3 Credits  Introduction to Serving the English Language Learner for Certified Teachers  Rationale for and current educational and legal issues for English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Prerequisites: Provisional or standard elementary, or secondary, or special or career and technical education teaching certificate, or permission of Department or Division. Course Notes: Approved school-based practicum is required. EPD220 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EPD224  3 Credits
Teaching in the Middle School
Overview of teaching in the middle school grades five through nine. Topics include characteristics of young adolescents, responsibilities of teaching teams, middle school curriculum, design and interdisciplinary versus integrated units of study. Classroom management techniques and effective teaching strategies also covered. Prerequisites: Must hold a provisional or standard elementary or secondary education teaching certificate.

EPD233  3 Credits
Structured English Immersion and English as a Second Language Teaching Method for Certified Teachers
Methods of planning, developing, and analyzing lesson plans in all content areas using English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development/evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Prerequisites: Provisional or standard elementary, or secondary, or special education or career and technical education teaching certificate and (EDU220 or EPD220 or EDU225), or permission of Department or Division. Course Notes: EPD244 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

EPD244  3 Credits
Reading and Writing in SEI/ESL/Bilingual Settings
Introduction to Structured English Immersion (SEI)/English as a Second Language (ESL) terminology, second language acquisition theories, and reading terminology. Teaching and assessment strategies as well as reading comprehension and writing skills covered. Prerequisites: Provisional or standard elementary, or secondary, or special education or career and technical education teaching certificate and (EDU220 or EPD220 or EDU225), or permission of Department or Division. Course Notes: EPD244 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

EPD246  3 Credits
Teaching and Assessment of English Language Learners (ELL)
Teaching and assessment of English Language Learners (ELL). Covers differentiated instruction, special education needs vs. language needs, learning environments in multilingual and multicultural classrooms, identification, exiting, and ongoing assessment of student learning. Legal issues and historical perspectives also covered. Linking assessment to instruction and the review of methods and techniques employed for language and academic assessment included. Standards emphasized. Prerequisites: (EDU220 or EPD220 or EDU225) and must hold a provisional or standard elementary, or secondary or special education or career and technical education teaching certificate or permission of Department or Division.

EPD247  3 Credits
Practicum for English as a Second Language (ESL) / Bilingual Teachers
Provides an opportunity to receive guided practical, on-site experience working with English Language Learners (ELL). Requires observations of ELL students in a variety of settings, evaluation of teaching techniques, and critical review of academic standards as they relate to English as a Second Language (ESL) learners. Prerequisites: (EDU220 or EPD220 or EDU225) and EDU230 and ENG213 and (EDU233 or EPD233 or EPD241), and provisional or standard elementary, or secondary or special education or career and technical education teaching certificate.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**EPD248  3 Credits**

Adolescent Behavior
Focuses on understanding adolescents' development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Includes current research findings related to adolescents. Prerequisites: Must hold a provisional or standard elementary or special education teaching certificate.

**EPD249  3 Credits**

Methods and Curriculum Development for Mathematics
Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards also covered. Prerequisites: Must hold a provisional or standard elementary or special education teaching certificate.

**EPD250  6 Credits**

Teaching Elementary Number Sense and Operations Grades K-8
Focus on knowledge and skills for number sense and operations grades K-8. Covers learning environments, teaching resources, and use of technology in the presentation of numeration, number theory and computation. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division. Course Notes: EPD250 requires an approved school-based practicum.

**EPD251  3 Credits**

Teaching Geometry and Measurement Grades K-8
Focus on knowledge and skills for geometry and measurement concepts for grades K-8. Covers geometric properties, transformation of shapes, coordinate geometry and measurement. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD251 requires an approved school-based practicum.

**EPD252  6 Credits**

Teaching Patterns, Algebra and Functions Grades K-8
Focus on knowledge and skills for patterns, algebra and functions grades K-8. Covers learning environments, teaching resources, and use of technology in the presentation of algebraic notation, properties, relations and functions, equations and inequalities. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD252 requires an approved school-based practicum.

**EPD253  3 Credits**

Teaching Data Analysis, Probability and Discrete Mathematics Grades K-8
Focus on knowledge and skills for data analysis, probability and discrete mathematics concepts for grades K-8. Covers statistics, sampling, systemic listing and counting, and vertex edge graphs. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD253 requires an approved school-based practicum.

**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.

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

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<tr>
<td>EPD255</td>
<td>3</td>
<td>Research-Based Practices, Pedagogy, and Instructional Leadership in Mathematics</td>
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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.

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<tbody>
<tr>
<td>EPD260</td>
<td>2</td>
<td>Technology in Education Overview</td>
</tr>
</tbody>
</table>

Exploration of the use of technology in education. Including history of technology in education, teacher and student technology standards, landmark studies related to using technology in education and utilization of technology in the classroom. Local, state, and national standards for education covered, as well as identification of professional development opportunities. Prerequisites: None.

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<tr>
<th>Course Code</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EPD269AA</td>
<td>3</td>
<td>Methods of Using Technology in the K-6 Classroom</td>
</tr>
</tbody>
</table>

Examination of the skills teachers need to effectively integrate technology into core curriculum. Examination of the necessary skills students need to meet national technology standards. Evaluate current research and apply to classroom practice. Lesson plan development emphasized. Prerequisites: EPD260.

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<tbody>
<tr>
<td>EPD269AB</td>
<td>3</td>
<td>Methods of Using Technology in the 7-12 Classroom</td>
</tr>
</tbody>
</table>

Examination of the skills teachers need to effectively integrate technology into core curriculum. Examination of the necessary skills students need to meet national technology standards. Evaluate current research and apply to classroom practice. Lesson plan development emphasized. Prerequisites: EPD260.

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<tr>
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<tbody>
<tr>
<td>EPD273</td>
<td>3</td>
<td>Phonics Based K-12 Reading Diagnosis and Remediation</td>
</tr>
</tbody>
</table>

Methods of assessing, diagnosing, and remediating reading deficiencies in K-12 readers. Administration and analysis interpretation of formal and informal diagnostic assessments. Emphasis on Arizona state law and national literacy standard mandated research based systematic phonics instruction, remediation methods and techniques. Prerequisites: EDU271 and must hold a provisional or standard elementary, secondary or special education teaching certificate.

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<tbody>
<tr>
<td>EPD275</td>
<td>3</td>
<td>Diagnosis and Remediation of Reading K-12</td>
</tr>
</tbody>
</table>

Fundamentals of diagnosis and remediation of reading problems for K-12. Administration, analysis and interpretation of informal diagnostic procedures and use of assessment results in planning a program of remediation. The Diagnostic Teaching of Reading emphasized. Prerequisites: EDU270AA or EDU270AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.

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<tr>
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<tbody>
<tr>
<td>EPD279</td>
<td>3</td>
<td>Reading Practicum K-12</td>
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</table>

Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading. Prerequisites: EDU270AA or EDU270AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.

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<tbody>
<tr>
<td>EPD286</td>
<td>3</td>
<td>Middle Grade Practicum</td>
</tr>
</tbody>
</table>

Practical experience for teacher on-site at a middle grade school. Includes observing and working in a classroom, with teachers and with special needs students. Prerequisites: EPD224 and (EPD248 or EDU274) and must hold a provisional or standard elementary or secondary education teaching certificate.

*Courses offered through an Educational Partnership and Customized Training program only.*
**Course Descriptions**

**eLearning (ELN)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELN100</td>
<td>3</td>
<td>Foundations of eLearning Design for K-12</td>
<td>Overview of eLearning design foundations for K-12 environment. Includes the history, characteristics, and theories of eLearning. Principles and models of instruction design as well as eLearning technologies and course management systems covered. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.</td>
</tr>
<tr>
<td>ELN101</td>
<td>3</td>
<td>eLearning Design Level I</td>
<td>An introduction to eLearning Design theory (the Assess, Design, Develop, Implement and Evaluate (ADDIE) Instructional Design model). Emphasis on purpose and process of analysis, design, development, implementation, and evaluation of eLearning projects. Prerequisites: None.</td>
</tr>
<tr>
<td>ELN102</td>
<td>3</td>
<td>eLearning Media Level I</td>
<td>An introduction to eLearning media. Emphasis on the pedagogy/andragogy of current media and the tools, function, and purpose for e-Learning. The instructional use of video, audio, graphics, learning management, animation, presentation, and communication included. Prerequisites: None. Course Notes: The purchase of media software is not required.</td>
</tr>
<tr>
<td>ELN103</td>
<td>3</td>
<td>K-12 eLearning Technology and Media</td>
<td>Overview of technology and media used in K-12 eLearning environments. Covers types of media, learning settings, instructional strategies, and visual principles as well as current and future trends. Usage of audio and video technology included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.</td>
</tr>
<tr>
<td>ELN104</td>
<td>3</td>
<td>Web 2.0 in eLearning</td>
<td>Procedures for using Web 2.0 in eLearning course design. Includes Web 2.0 research and learning design as well as media selection. Also covers use and challenges of various learner tools in addition to issues concerning learners, teachers, and organizations. Prerequisites: None.</td>
</tr>
<tr>
<td>ELN105</td>
<td>3</td>
<td>Classroom Management in K-12 eLearning</td>
<td>Procedures for management of the eLearning classroom. Emphasis on creating a supportive and engaging active learning environment for the distance learner. Covers characteristics of the distance learning student as well as procedures for creating a collaborative, integrated, and supportive learning environment. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.</td>
</tr>
<tr>
<td>ELN106</td>
<td>3</td>
<td>Discipline and Behavior in K-12 eLearning</td>
<td>Overview of discipline and behavior issues in the K-12 eLearning environment. Includes classroom discipline theories and approaches to discipline. Also covers formalization of a personal system of discipline. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.</td>
</tr>
<tr>
<td>ELN107</td>
<td>3</td>
<td>Parent Communication and Involvement in K-12 eLearning</td>
<td>Procedures for involving parents in K-12 eLearning. Includes law and public policy relating to compliance, student advocacy, and parental rights. Also covers parent-teacher communication issues as well as online education family involvement models. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ELN108 3 Credits
Legal Issues in K-12 eLearning
Overview of legal issues and regulations in an online K-12 classroom. Intellectual property, privacy, Internet security, and educational institution policies covered. Includes the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Act (IDEA). Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN109 3 Credits
Engaging K-12 eLearners
Overview of engaging K-12 learners in an eLearning environment. Phases of eLearning and eLearning activities covered. Tool usage and assessment emphasized. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN110 3 Credits
Introduction to eLearning Environments
An introduction to eLearning environments, including learning management systems, online collaboration, synchronous communication, and asynchronous communication. Use of industry standard tools to create interactive learning experiences emphasized. Prerequisites: None.

ELN111 3 Credits
K-12 eLearning Environments
Introduction to eLearning environments for K-12 teachers. Synchronous and asynchronous environments as well as online collaboration covered with an emphasis on considerations for K-12 students. Course management systems for K-12 learning environments also included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN112 3 Credits
Methods of Building and Facilitating eLearning: 9-12
Methods for building and facilitating eLearning for 9-12 students. Includes course design principles and methods as well as copyright and intellectual property issues. Also covers student activities facilitation, assessment, and online classroom management concerns. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN113 3 Credits
Methods of Building and Facilitating eLearning: K-8
Methods for building and facilitating eLearning for K-8 students. Includes course design principles and methods as well as copyright and intellectual property issues. Also covers student activities facilitation, assessment, and online classroom management concerns. K-8 learner special considerations also included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN114 3 Credits
Building Community with Online Learners
Procedures for building a community in an eLearning environment. Includes personalization of learning, collaborative learning, and transformative learning. Foundations for building an online community and technology usage also covered. Prerequisites: None.

ELN115 3 Credits
eLearning for Multiple Generations
Overview of eLearning for existing, new, and emerging generations. Covers engagement, interaction, and collaboration of eLearners from various generations. Impact of eLearning on various generations as well as usage of games, activities, rewards, and feedback included. Prerequisites: None.

ELN116 3 Credits
Mobile Devices as Learning Tools
Usage of electronic mobile devices in learning. Covers concept of mobile learning, types of mobile devices, and procedures for incorporating devices into the classroom. Accessibility, usability, student experience, and best practices also included. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**ELN117 3 Credits**
**Interactions in eLearning**
Overview of student interactions in an eLearning environment. Theoretical perspective of interactivity and interactive learning and encounter theory covered. Interactive learning activities and practice, including games, simulations, the Educational Semantic Web, peer learning, and online discussions emphasized. Prerequisites: None.

**ELN118 3 Credits**
**Motivation and the Online Learner**
Overview of motivation in the online classroom. Includes motivation theories, self-esteem vs. self-efficacy, and learner expectations as well as motivational problems and benefits of a motivational online learning environment. Facilitator's role, grouping of students, and assessment creation as motivation tools also covered. Prerequisites: None.

**ELN120 3 Credits**
**Organizing and Evaluating eLearning Projects**
An introduction to eLearning project organization and evaluation. Emphasis on using current tools to promote teamwork, budgets, and multiple projects in a team-based environment. Evaluation of project outcomes also included. Prerequisites: None.

**ELN121 3 Credits**
**Evaluating K-12 eLearning**
Procedures for evaluating K-12 eLearning. Includes procedures for creating and integrating various types of student and course evaluation into the eLearning process. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

**ELN122 3 Credits**
**K-12 eLearning Assessment Creation**
Procedures for creating assessments for K-12 eLearning environment. Emphasis on importance of and plans to measure learning as well as implications for K-12 eLearners. Covers learning outcomes, performance objectives, types of assessments. Online student interaction and collaboration included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

**ELN123 3 Credits**
**Assessment of Online Learning**
Assessment of learning in an online learning environment. Covers learning outcome categories, validity, and reliability. Includes procedures for assessment interpretation, usage, creation, and management. Prerequisites: None.

**ELN202 3 Credits**
**eLearning Media Level II**
Design of instructional media. Includes prototyping, interface design, storyboarding, scripting, and working with a production team. Emphasis on relating instructional media to learning outcomes. Design of instructional video, audio, graphics, learning management systems, animation, presentation, and communication also covered. Prerequisites: A grade of C or better in ELN102. Course Notes: The purchase of specific software is not required.

**ELN204 3 Credits**
**eLearning Design Level II**
Application of the Assess, Design, Develop, Implement and Evaluate (ADDIE) instructional design model to eLearning design. Includes instructional analysis as well as the design, development, implementation, and evaluation of an eLearning project. Prerequisites: A grade of C or better in ELN101 and ELN202.

**ELN290AA 1 Credit**
**eLearning Design Internship**
eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: ELN290AA may be repeated for a total of three (3) credit hours.

**ELN290AB 2 Credits**
**eLearning Design Internship**
eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: ELN290AB may be repeated for a total of four (4) credit hours.

**ELN290AC 3 Credits**
**eLearning Design Internship**
eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division.

*Courses offered through an Educational Partnership and Customized Training program only.*
Emergency Medical Technology
(EMT)

EMT104* 9 Credits

Basic Emergency Medical Technology
Techniques of emergency medical care in accordance with national and state curriculum. Study of the human body, patient assessment, treatment of medically or traumatically compromised patients, special hazards, and medical operations. IV monitoring, Sudden Infant Death Syndrome (SIDS), patient-assisted medication administration, automated external defibrillators (AEDs), and blood-glucose monitoring. Includes participation in an eight-hour rotation consisting of patient assessment through clinical, vehicular, and or scenario-based education at a local emergency department outside normal class hours. Requires personal pocket mask, stethoscope, pen light, and trauma scissors. Prerequisites: Must be at least 18 years of age prior to applying to the BLS (Basic Life Support) Training Program per Arizona Revised Statutes, and must have a current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer. Minimum tenth grade level reading proficiency on the Nelson-Denney Examination or appropriate Reading course placement score. Proof of: TB testing or chest x-ray with a negative result within 6 months prior to registration; Immunity to rubella (German measles) and rubeola.

Endorsement for Early Childhood (EEC)

EEC200 3 Credits

Early Learning Foundations
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC200 includes field experience.

EEC201 3 Credits

Early Learning Guidance and Management
Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of typical and atypical young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC202 3 Credits

Early Learning Introduction to the Exceptional Young Child
Overview of the exceptional learner (birth to age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC202 includes field experience.

EEC203 3 Credits

Early Learning Culture, Community, Family and the Child
Examines family, community and cultural influences on development of the young child birth to third grade. Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
### Course Descriptions

**EEC204 3 Credits**  
**Early Learning Language and Literacy Development**  
Overview of language development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children’s books. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

**EEC205 3 Credits**  
**Early Learning: Instructional Methodologies of Language, Math, Science, Social Studies and The Arts**  
Overview and practical application of teaching elementary language, math, science, social studies and the arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Early Learning Standards (Birth to Age 5), Arizona Academic Standards Kindergarten-Third (K-3) Grade, and State Board of Education Professional Teaching Standards. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: Approved school-based practicum required.

**EEC206 3 Credits**  
**Standards, Observation and Assessment of Typical and Atypical Behaviors**  
Observation and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children birth to age eight. Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: EEC200, EEC201, EEC202, EEC203, EEC204, EEC205, and must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

**EEC222 3 Credits**  
**Early Learning: The Developing Child Prenatal to Age Eight**  
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in typical and atypical young children. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC202 includes practical application and fieldwork experience.

**EEC295 4 Credits**  
**Early Learning: Infant/Toddler/Preschool Internship**  
Internship/work experience with infants, toddlers and/or preschoolers in early care and education settings. Prerequisites: EEC200, EEC201, EEC202, EEC203, EEC204, EEC205, EEC206, and must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC295 requires 80 hours of designated work per credit.

**EEC297 4 Credits**  
**Early Learning: Student Teaching Lab**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Must hold a provisional or standard elementary, secondary, special education or career/technical teaching certificate, or permission of Department or Division.
Course Descriptions

Engineering Science (ECE)

ECE102  2 Credits
Engineering Analysis Tools and Techniques
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: Two years of high school algebra or MAT122 or departmental approval. Corequisites: MAT151 or MAT182 or MAT187.

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: (ECE102 or ECE102AA) and (high school physics, or PHY111, or PHY111AA).

ECE102 & ECE103 are: SUNY EGR1102

English (ENG)

ENG081  3 Credits
Basic Writing Skills
Emphasis on preparation for college-level composition with a focus on foundational skills. Establishing effective writing strategies through six or more writing projects comprising at least 1500 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG071 or ESL077, or permission of Department or Division.

ENG091  3 Credits
Fundamentals of Writing
Emphasis on preparation for college-level composition with a focus on organizational skills. Developing effective writing strategies through five or more writing projects comprising at least 2000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG081 or ESL087, or permission of Department or Division.

ENG101  3 Credits
First-Year Composition
Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG102  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 ENG091 or ESL097.

ENG108  3 Credits
First-Year Composition for ESL
Equivalent of ENG102 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: Grade of C or better in ENG107.

ENG109  3 Credits
Business Writing for ESL
ESL (English as a second language) focus: Writing business letters and memos with an emphasis on persuasion and organization. Prerequisites: Appropriate ESL or ASSET placement test score, or a grade of “C” (ENG107, or ENG108, or ENG101, or ENG102, or ENG111), or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

ENG111 3 Credits
Technical and Professional Writing
Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences. Includes integrating data and graphics into work-related documents and presentations. Prerequisites: ENG101 with a grade of C, or better, or permission of instructor.

ENG213 3 Credits
Introduction to the Study of Language
Study of language as code; phonetics, phonology, morphology, syntax, semantics; language acquisition; historical and socio-linguistics. Prerequisites: A grade of C or better in ENG102, or ENG111, 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, writing query letters, research techniques, editing, and submission procedures. Emphasis on nonfiction. Prerequisites: None.

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)

ESL040 3 Credits
English as a Second Language IV: Grammar
Fourth-level of English as a Second Language (ESL). Continued emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice. Prerequisites: Appropriate ESL placement test score, or a grade of “P” or “C” or better in ESL030, or (ESL030AA, ESL030AB, and ESL030AC). Course Notes: ESL040 may be repeated for a maximum of six (6) credits. Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog.

ESL041 3 Credits
English as a Second Language IV: Listening and Speaking
Emphasis on academic skills. Listening to lectures, note taking, peer interaction, accessing and using media resources, formal oral presentations. Prerequisites: Appropriate ESL placement test score or ESL030 or ESL031 or ESL032 or RDG030. Course Notes: ESL041 may be repeated for a maximum of six (6) credits.

ESL054AA 1 Credit
American Culture: History
Reading and writing about American history. Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL040, or (ESL040AA, ESL040AB, and ESL040AC), or RDG040, or permission of instructor.

ESL298AA 1 Credit
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

English Humanities (ENH)

**ENH110**
*Introduction to Literature*
3 Credits
Introduction to international literature through various forms of literary expressions; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.

**ENH111**
*Literature and the American Experience*
3 Credits
Introduction to the foundations and diversity of American culture through a survey of its literature, including minority and women writers. Exploration of various facets of American culture including frontier, regional, rural, and urban life; ethnic, racial, and immigrant experience; and political and social philosophies. Prerequisites: None.

**ENH222**
*Survey of English Literature After 1800*
3 Credits
Emphasizes the social and political backgrounds as well as the form and content of English literature in the nineteenth and twentieth centuries. Prerequisites: (ENG101 or ENG107) or equivalent.

**ENH230**
*Introduction To Shakespeare*
3 Credits
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**
*American Literature Before 1860*
3 Credits
Includes literature written prior to 1860 in the United States. Prerequisites: None.

**ENH251**
*Mythology*
3 Credits
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.

**ENH275**
*Modern Fiction*
3 Credits
Includes novels and short stories of modern writers which reflect significant themes of our time. Prerequisites: None.

**ENH280**
*Topics in American Literature*
3 Credits
Exploration of selected topic(s) in American Literature. Focuses on a theme, genre, era, technique, or critical approach. Includes reading and interpretation of literature from a variety of cultures within the United States. Prerequisites: (ENG101 or ENG107) or permission of instructor. Course Notes: ENH280 may be repeated for a total of nine (9) credit hours.

**ENH291**
*Children's Literature*
3 Credits
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**
*Literature for Adolescents*
3 Credits
Reviews selected literature written for adolescents. Develops and applies literary criteria for the evaluation of adolescent literature. Prerequisites: None.

Entrepreneurial Studies (EPS)

**EPS150**
*Introduction to Entrepreneurship*
2 Credits
Fundamentals of starting or buying a new business. The nature of the entrepreneurial process and the skills required to be successful, including planning, financing, starting and managing the business. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Family and Consumer Science (FCS)

FCS250 3 Credits
Portfolio Development and Professional Writing
Techniques of portfolio development to document prior learning gained through experience, training, and/or previous education. Includes study of learning styles and levels, analysis of personal and vocational experiences, synthesis of these with competencies for specific courses, and integration of the above with other material to create a portfolio to be introduced for evaluation for credit. Prerequisites: Completion of twelve (12) credit hours of CFS and/or FCS coursework and permission of Program Coordinator.

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: May be repeated for a total of six (6) credit hours.

Fire Science Technology (FSC)

FSC102* 11 Credits
Fire Department Operations
Introductory fire science course primarily designed for the fire department recruit. Includes firefighting skills, equipment, and administrative policies, fire department operations, personnel policies, and International Fire Service Accreditation Congress Practical Skills Testing. Prerequisites: (EMT/FSC104, FSC105 and FSC130) and permission of instructor. Corequisites: FSC134.

FSC105* 3 Credits
Hazardous Materials/First Responder
Basic methods of recognition and identification based upon the chemical and physical properties of hazardous materials; basic safety procedures when utilizing specific types of protective clothing and equipment; basic tactical information relating to scene management. Confined space operations in accordance with the National Fire Protection Agency. Prerequisites: None.

FSC108* 3 Credits
Fundamentals of Fire Prevention
Fundamentals of fire prevention. Includes techniques, procedures, regulations, and enforcement. Also includes discussion of hazards in ordinary and special occupancies. Field trips and lectures from industry also included. Prerequisites: None.

FSC113* 3 Credits
Introduction to Fire Suppression
Characteristics and behavior of fire, fire hazard properties of ordinary materials, extinguishing agents, fire suppression organization and equipment, basic fire fighting tactics, and public relations as affected by fire suppression. Prerequisites: None.

FSC130* 1 Credit
Fitness for Firefighters/CPAT
Skills and abilities required for entry level position in the fire service including physical ability, and stamina. Opportunity to take the International Association of Fire Fighters (IAFF) Candidate Physical Ability Test (CPAT) at the end of the course. Prerequisites: None. Course Notes: Offered as credit (P) or no credit (Z) basis. Standard grading available according to procedures outlined in catalog.

FSC134* 3 Credits
Fitness and Conditioning for Firefighters
Overview of all aspects of fitness for current and prospective firefighters. Includes physical and mental aspects of performance for optimal achievement on fire department agility tests and fire fighting tasks; individual conditioning strategies, nutritional guidelines, protective clothing concepts, and basic exercise principles. Pre-employment, evaluation, and lifelong fitness and conditioning. Prerequisites: None.

FSC209* 3 Credits
Fire Investigation I
Methods of determining point of fire origin, path of fire travel, and fire cause. Includes recognizing and preserving evidence; interviewing witnesses; arson laws and types of arson fires; and court testimony, reports, and records. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FSC238*</td>
<td>2</td>
<td>Vehicular Extrication and Patient Stabilization</td>
</tr>
<tr>
<td>FON100</td>
<td>3</td>
<td>Introductory Nutrition</td>
</tr>
<tr>
<td>FON100LL</td>
<td>1</td>
<td>Introductory Nutrition Laboratory</td>
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<tr>
<td>FON104</td>
<td>1</td>
<td>Certification in Food Service Safety and Sanitation</td>
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<tr>
<td>FON135</td>
<td>3</td>
<td>Sustainable Cooking</td>
</tr>
<tr>
<td>FON143</td>
<td>3</td>
<td>Food and Culture</td>
</tr>
<tr>
<td>FON160</td>
<td>3</td>
<td>Modern Food Systems</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

FON161 3 Credits
Sustainable Food Production Systems
Study of the global food system and its impacts. Emphasis on the movement towards sustainable food systems. Prerequisites: FON160.

FON162 3 Credits
Organic Foods Production

FON163 3 Credits
Sustainable Restaurant Practices
Overview of sustainable kitchen practices. Covers energy efficient appliances and equipment, as well as electricity and water conservation practices. Includes environmentally friendly kitchen products and methods for disposal of waste. Researching food sources, purchasing locally, and building relationships are also covered. Emphasis in preparing organic, seasonal and local foods, and developing sustainable menus. Challenges for a sustainable future discussed. Prerequisites: FON161 and FON162 or Permission of Department or Division.

FON241 3 Credits
Principles of Human Nutrition
Scientific principles of human nutrition. Emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting. Addresses therapeutic nutrition principles for treatment of common health conditions. Includes exploration of food sources of nutrients, basic metabolism of nutrients in the human body, relationship between diet and other lifestyle factors, use of supplements, current recommendations for food selection throughout the life cycle, and use of nutrition tools for planning food intake or assessment of nutritional status. Prerequisites: None.

FON241LL 1 Credit
Principles of Human Nutrition Laboratory
Self-evaluative laboratory experience to complement FON241. Principles of Human Nutrition using anthropometric, biochemical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Prerequisites or Corequisites: FON241.

FON285 3 Credits
Food and Nutrition Studies Internship
Work experience in an area directly related to sustainable food systems. Application of sustainable food system principles and practices from seed to support to service, including gardening and farming, managing food waste, advocacy, preparing and preserving food, and working with chefs and small farmers who are committed to supporting and providing local and regional sustainable food. Supervision and evaluation by an internship coordinator. Prerequisites: CUL105, FON104, and permission of Department Chairperson or Program Director. Course Notes: FON285 requires a minimum of 210 hours of instruction in an internship setting. FON285 may be repeated for a total of six (6) credits.

French (FRE)

FRE101 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 4 Credits
Elementary French II
Continued study of grammar and vocabulary of the French language along with the study of French culture. Emphasis on speaking, listening, reading and writing skills. Prerequisites: FRE101 or equivalent.

FRE201 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 with a grade of "C" or better, two years of high school French with an average of "C" or better, or permission of Department or Division.

FRE202 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.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

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 discussion in French. Emphasis on enhancing reading, writing and speaking skills. Prerequisites: FRE202 or departmental approval.

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: FRE202 or permission of Department or Division.

General Business (GBS)

GBS110 3 Credits
Human Relations in Business and Industry
Exploration of fundamental theories and concepts of human relations in business and industry. Particular emphasis is placed on developing effective interpersonal relationships and leadership skills within an organization. Prerequisites: None.

GBS131 3 Credits
Business Calculations
Review of basic arithmetic and application of mathematics to business problems, includes percentage, interest, discount, and markups. Prerequisites: None.

GBS132 3 Credits
Personal and Family Financial Security
Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting and general principles of consumerism. Prerequisites: None.

GBS151 3 Credits
Introduction to Business
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.

GBS161 3 Credits
Mathematics of Business
Applications of basic financial mathematics; includes interest, financial statement, stocks and bonds, and international business. Prerequisites: GBS131, or MAT102, or permission of department/division.

GBS175 3 Credits
Professional Development
Examines personal qualities and professional skills needed to find a good job. Explores techniques required to build a successful career. Prerequisites: None.

GBS205 3 Credits
Legal, Ethical, and Regulatory Issues in Business
Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.

GBS215* 3 Credits
Business, Law and Society
Overview of the philosophical and legal framework of business. Stresses the basic concepts of business entities, contracts, accountability and relationships, with an emphasis on the social context in which these concepts operate. Incorporates the concepts of law and ethics. Prerequisites: None.

GBS220 3 Credits
Quantitative Methods in Business
Business applications of quantitative optimization methods in operations management decisions. Prerequisites: (Grade of “C” or better in MAT150, or MAT151, or MAT152) or equivalent, or satisfactory score on district placement exam.

GBS221 3 Credits
Business Statistics
Business applications of descriptive and inferential statistics, measurement of relationships, and statistical process management. Includes the use of spreadsheet software for business statistical analysis. Prerequisites: Grade of “C” or better in GBS220 or MAT217.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

GBS233  3 Credits
Business Communication
Internal and external business communications, including verbal and nonverbal techniques. Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission or Department/Division.

GBS258  3 Credits
Principles of Property and Liability Insurance
Basic principles of insurance. Introduction to insurance contracts. Overview of company functions and operations including ratemaking, underwriting, claims, adjusting, and marketing. Prerequisites: None.

GBS263  3 Credits
Personal Insurance
Analysis of personal loss exposures and personal insurance coverages including homeowner’s, other dwelling coverage, personal liability, auto, life, health, and government programs. Prerequisites: GBS258 or permission of the instructor.

GBS264  3 Credits
Commercial Insurance
Analysis of commercial coverages including property, business income, inland marine, ocean marine, crime, boiler, general liability, auto, and worker’s compensation. Analysis of loss exposures and explanation of coverage parts. Prerequisites: GBS258 or permission of the instructor.

GTC107*  3 Credits
Technical Mathematics I
Mathematical principles to include basic operations, significant digits, exponents, square roots and order of operations. Solve problems using arithmetic, signed numbers, percentages, fractions, exponents, and square root. Use of hand held calculator. Technology related problems. Prerequisites: None.

GTC127*  3 Credits
Beginning Woodworking
Introduction to woodworking fundamentals and applications. Familiarization with the basic woodworking tools emphasizing the safe and proper use of woodworking hand tools and stationary and portable power tools. Class projects develop a working project plan, identify material needs, cost analysis, basic construction of the project, and basic finishing techniques. Prerequisites: None.

GTC128*  3 Credits
Intermediate Woodworking
Further development and application of basic woodworking skills. Complex projects with emphasis on planning and calculating and buying needed materials. Introduction of jointery, complex fitting, more advanced finishing, and wood carving. Prerequisites: GTC127 or previous woodworking experience.

GTC130*  3 Credits
Furniture Construction I
Process of building a piece of furniture including calculating and buying needed material, using tools properly and safely (hand tools and machines), jointery, wood preparation and basic finishing techniques. Prerequisites: GTC128 or permission of instructor.

GTC131*  3 Credits
Furniture Construction II
Continuation of GTC130 including special set-ups on machines, special joints, adhesives, special finishes, panel doors, panel drawers, metal drawer guides and plastic laminates. Prerequisites: GTC130 or permission of instructor.

GTC132*  3 Credits
Wood Finishing
Introduction to the materials, processes, and sequences used in applying a variety of finishes to various wood types. Includes abrasives, stains, fillers, surface coats, tools and equipment, and basic refinishing techniques. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

GTC144*  3 Credits
Introduction to Cabinetmaking
Techniques and projects to produce complex cabinet projects. Includes project planning, working from plans, material cost analysis, and advanced finishing techniques. Prerequisites: GTC130 and permission of instructor.

GTC145*  3 Credits
Advanced Cabinetmaking
Further exploration of advanced woodworking techniques on complex projects. Prerequisites: GTC144 and permission of instructor.

GTC156*  3 Credits
Furniture Upholstery I
Techniques of general furniture upholstery, operations of webbing, springing, stuffing, trimming, sewing and cushion making on approved student-selected projects. Prerequisites: None.

GTC157*  3 Credits
Furniture Upholstery II
Application and use of modern materials and tools, button tufting, channel construction, and special trim effects. Prerequisites: GTC156 or departmental permission.

GTC182*  3 Credits
Building Construction Methods I
Basics of building construction from job site selection through exterior finish of the shell. Focuses mainly on residential construction for the consumer. Includes blueprints, estimating materials and labor, work scheduling, job layout, foundations, framing, and exterior finish. Energy conservation, safety, and building codes discussed throughout the course. Prerequisites: None.

GPH111  4 Credits
Introduction to Physical Geography
Spatial and functional relationships among climates, landforms, soils, water, and plants. Prerequisites: None.

GPH194  1 Credit
Special Topics in Physical Geography
Detailed study of specific regions, topics, or current issues in physical geography. Emphasis on relationships within and between the atmosphere, lithosphere, hydrosphere, biosphere, and how humans relate to their environment. Topics may include environmental ecosystems, physical processes (i.e., weather, climate, geomorphology, oceanography), natural resources and the impacts of human population (i.e., pollution, politics, religion, economic activities). Prerequisites: None. Course Notes: Field trips may be used as a mandatory component of the course.

GPH240  3 Credits
Natural Hazards, Disasters, and Catastrophes
Emphasis on interaction of physical and cultural geography in potentially hazardous atmospheric, oceanic, geologic, and astronomic processes. Exploration of hazard risk analysis. Prerequisites: ENG101.

Geology (GLG)

GLG101  3 Credits
Introduction to Geology I - Physical Lecture
A study of the kind and arrangement of materials composing the earth's crust and the geological processes at work on and within the earth's surface. Prerequisites: None.

GLG102  3 Credits
Introduction to Geology II - Historical Lecture
Outlines the origin and history of the earth with emphasis on North America--its dynamic, geographic, and climatic changes; animals and plants of the past; the evolution of life. Prerequisites: None.

Geography (GCU, GPH)

GCU121  3 Credits
World Geography I: Eastern Hemisphere
Description and analysis of areal variations in social, economic, and political phenomena in major world regions. Emphasis on Europe, Russia, North Africa, and the Asian world. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**GLG103** 1 Credit
Introduction to Geology I - Physical Lab
May accompany GLG101. Study of common rock-forming materials, rocks, and maps. Prerequisites: None.

**GLG101** & **GLG103** are: SUN# GLG1101

**GLG104** 1 Credit
Introduction to Geology II-Historical Lab
May accompany GLG102. Study of geological structures and rocks, fossils, and geologic maps. May require field trips. Prerequisites: None.

**GLG110** 3 Credits
Geological Disasters and the Environment
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the earth. Includes geological processes and hazards such as floods, earthquakes, and landslides; use of fossil fuels; mining of raw materials. Prerequisites: None.

**GLG111** 1 Credit
Geological Disasters and the Environment Lab
May accompany GLG110. Basic geological processes and concepts. Emphasis on geology-related environmental problems concerning Arizona. Case histories and field studies. May require field trips. Prerequisites: None.

**GLG140** 3 Credits
Introduction to Oceanography
Investigates the marine environment in terms of basic scientific concepts. Emphasizes the impact of ocean pollutants, climate fluctuations, and resources from the sea. Prerequisites: None.

**GER102** SUN# GER1102 4 Credits
Elementary German II
Continued study of grammar and vocabulary of the German language along with the study of German culture. Emphasis on German language skills. Prerequisites: GER101 or equivalent.

**GER201** SUN# GER2201 4 Credits
Intermediate German I
Review of essential grammar of the German language and study of the German culture. Continued practice and development of reading, writing, and speaking skills. Prerequisites: GER102, two years of high school German, or permission of Department or Division.

**GER202** SUN# GER2202 4 Credits
Intermediate German II
Continued development of German language skills and continued study of the German culture. Prerequisites: GER201, or equivalent, or permission of Department or Division.

**Health Related (HCC, HCR, HES)**

**HCC109** 0.5 Credit
CPR for the Health Care Provider
Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automated, external defibrillation and resuscitation equipment. Prerequisites: None.

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<thead>
<tr>
<th>German (GER)</th>
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<tr>
<td><strong>GER101</strong> 4 Credits</td>
</tr>
<tr>
<td>Elementary German I</td>
</tr>
<tr>
<td>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.</td>
</tr>
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</table>

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

HCC130  3 Credits
Fundamentals in Health Care Delivery
Overview of current health care professions including career and labor market information. Health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Workers rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AA  0.5 Credit
Health Care Today
Overview of current health care professions including career and labor market information. Health care delivery systems, third-party payers, and facility ownership. Health organization structure, patient rights and quality care. Prerequisites: None.

HCC130AB  0.5 Credit
Workplace Behaviors in Health Care
Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Prerequisites: None.

HCC130AC  0.5 Credit
Personal Wellness and Safety
Introduces healthful living practices to include nutrition stress management and exercise. Includes Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Prerequisites: None.

HCC130AD  0.5 Credit
Communication and Teamwork in Health Care Organizations
Emphasis on basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AE  0.5 Credit
Legal Issues in Health Care
Basic legal terminology used in the health care setting. Legal concepts related to health care employment, medical documentation, and communication. Introduction to regulatory requirements in health care. Prerequisites: None.

HCC130AF  0.5 Credit
Decision Making in the Health Care Setting
Principles and application of a decision making model. Description and application of ethics and process improvement and the relationship of both to the decision making model. Prerequisites: None.

HCC145  3 Credits
Medical Terminology for Health Care Workers
Medical terminology used in health care, with special care populations and in special services. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AA  1 Credit
Medical Terminology for Health Care Workers I
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AB  1 Credit
Medical Terminology for Health Care Workers II
Additional medical terms used in health care. Body systems approach to more detailed terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using standard word parts. Common abbreviations and symbols and term spelling. Prerequisites: HCC145AA.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

HCC145A  1 Credit
Medical Terminology for Health Care Workers III
Medical terminology used with special care populations and in special services. Includes obstetric, pediatric, mental health, diagnostic imaging, oncology, and surgery terms. Use of word parts and term spelling. Prerequisites: HCC145AA and HCC145AB, or HCC146.

HCC146  2 Credits
Common Medical Terminology for Health Care Workers
Common medical terms used in health care. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCR210  3 Credits
Clinical Health Care Ethics
An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts. Prerequisites: ENG102.

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 understanding alterations in health. The structural and functional pathophysiology of alterations in health; selected therapeutics considered. Prerequisites: BIO202 or BIO205 or equivalent.

HES105  1 Credit
Finding Health Information Online
Development of skills and competency in accessing, evaluating, and using online medical and health information resources. Prerequisites: None.

HES106  0.5 Credit
Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)
Basic overview of Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). Covers choking procedures and the importance, guidelines, and techniques for performing CPR and utilizing an AED. Prerequisites: None.

HES154  3 Credits
First Aid/Cardiopulmonary Resuscitation
Cardiopulmonary Resuscitation (CPR) and first aid for the adult, child and infant patients includes Automated External Defibrillator (AED), rescue breathing, obstructed airway, and other first aid procedures. Designed to train citizen responders in skills and procedures required during emergency situation. Prerequisites: None.

HES271*  3 Credits
Prevention and Treatment of Athletic Injuries
Prevention and care of athletic injuries, emphasizing use of modern training techniques and support materials. Utilization of preventive taping, strapping, bandaging, cardiopulmonary resuscitation, massage, cryotherapy, hydrotherapy, and practical application of muscle reconditioning. Prerequisites: None.

HIS100  3 Credits
History of Western Civilization to Middle Ages
Survey of the origin and development of Western civilization and its institutions from prehistory through the Ancient World and the Middle Ages. Prerequisites: None.

HIS101  3 Credits
History of Western Civilization Middle Ages to 1789
Survey of origin and development of Western civilization and its institutions from the Renaissance and Reformation through Age of Enlightenment. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

HIS102 3 Credits
History of Western Civilization 1789 to Present
Survey of origin and development of Western civilization and its institutions from the French Revolution through the present. Prerequisites: None.

HIS103 3 Credits
United States History to 1865
The political, economic, and social development of United States from the Pre-Columbian period through the end of the Civil War (1865). Prerequisites: None.

HIS104 3 Credits
United States History 1865 to Present
The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.

HIS105 3 Credits
Arizona History
The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political and economic development during the twentieth century. Prerequisites: None.

HIS145 3 Credits
History of Mexico
Survey of the political, economic, and social forces which have shaped the development of Mexico from pre-Columbian times to the present. Prerequisites: None.

HIS204* 3 Credits
African-American History 1865 to Present
Multifaceted experiences of African-American people from the post-Civil War period (1865) to the present, including the collective struggle for freedom, equality, and self-determination in the United States. Prerequisites: None.

HSA113* 2 Credits
Family Assistance Computer System Overview
Overview of the computer system used in the Family Assistance Administration office. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual emphasized. Role and responsibilities of an eligibility interviewer covered. Prerequisites: None.

HSA114* 3 Credits
Assistance Applications
Overview of Federal and State policies and procedures for determining food stamps eligibility, Aid to Families of Dependent Children/Cash Assistance, and Medical Assistance referrals. Includes introduction to eligibility and medical assistance referral process, interviewing techniques, initial applications and forms processing. Prerequisites: None.

HSA116* 3 Credits
Assistance Determination
Overview of Federal and State policies and procedures for determining eligibility for assistance payments. Includes assistance payments eligibility determination, general assistance applications, expedited services, presumptive eligibility, recertification applications and eligibility reviews. Prerequisites: None.

HSA118* 3 Credits
Medical Assistance Determination
Overview of Federal and State policies and procedures for determining medical eligibility. Includes medical assistance eligibility determination, application procedures, non-financial and financial eligibility factors, emergency services for nonqualified non-citizens, duration of coverage, and decision notices and changes. Prerequisites: None.

HSA119* 3 Credits
Unemployment Insurance Customer Service I
Basic customer service training for unemployment insurance claim representatives. Knowledge on computerized and phone systems. Includes claim taking steps and phone service skills. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

HSA121* 2 Credits
Unemployment Insurance Customer Service II
Inquiry call training for unemployment insurance claim representatives. Covers last employer definition, wage issues, and reinstatement. Prerequisites: HSA119.

HSA122* 2 Credits
Unemployment Insurance Claims Taking
Procedures for making claimant eligibility determinations and employer chargeability. Also includes interviewing techniques, required documentation and processes for generating determinations. Prerequisites: Departmental Approval.

HSA124* 2 Credits
Unemployment Insurance Adjudication I
Further examination of chargeability issues. Types of evidence, rules governing credibility of evidence and further development of factfinding skills. Special emphasis on separation issues, rules and determinations. Prerequisites: HSA122.

HSA126* 2 Credits
Unemployment Insurance Adjudication II
Examination of advanced eligibility issues. Special types of adjudications including administrative penalties, retirement/pension and educational wages. Prerequisites: HSA124.

HSA160* 3 Credits
Employment Assistance Administration I
Administration of the Job Opportunities and Basic Skills (JOBS) Training program. Includes assessment and development of the Employment and Career Development Plan and case management procedures. JOBS components and support services also covered. Prerequisites: None.

HSA162* 3 Credits
Employment Assistance Administration II
Further instruction in the administration of the Job Opportunities and Basic Skills (JOBS) Training program. Includes sanctionable and withholding issues as well as monitoring and evaluation of employment. Dispute resolution, fair hearings and grievances procedures covered. Prerequisites: HSA160.

HSA163* 3 Credits
Employment Assistance Administration Lab I
Practical application of Job Opportunities and Basic Skills (JOBS) training procedures. Includes state systems access and documentation procedures including referral, selection, scheduling, and registration. Also covers case management assessment and management in addition to various support services. Prerequisites: HSA162.

HSA164* 3 Credits
Employment Assistance Administration Lab II
Practical application of the Job Opportunities and Basic Skills (JOBS) Program Automated System (JAS). Includes procedures for verification and monitoring of work and community experience in addition to exclusions and deferrals. Also covers sanction procedures, Post Employment Transition Plans (PETP), and fatherhood program services. Dispute resolution, fair hearings, grievances, and appeals procedures also included. Prerequisites: HSA163.

HSA222* 3 Credits
Advanced Eligibility Determination I
Advanced eligibility issues with regards to gross income, budgeting and beginning/terminated income. Includes policy for making changes, calculations for determinations, and effects of increase and decrease of benefits. Prerequisites: None.

HSA224* 2 Credits
Advanced Eligibility Determination II
Advanced eligibility issues with regards to Federal and State policies and procedures for making changes to Food Stamp (FS), Medical Assistance (MA), and Aid to Families with Dependent Children (AFDC)/Cash Assistance (CA) cases. Includes changes in household, assistance, expenses and resources as well as non-compliance procedures. Prerequisites: HSA222.

HSA226* 2 Credits
Advanced Eligibility Determination III
Two Parent Employment Program (TPEP) case management. Includes policy for dealing with cases of stepparents, minor parents, and the self-employed. Also covers Family Benefit Cap (FBC) and Lifetime Benefit Limit (LIBL) procedures. Prerequisites: HSA224.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

Humanities (HUM)

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<th>Course Code</th>
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<td>HUM101</td>
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<td>HUM108*</td>
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<td>HUM201</td>
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<td>HUM205</td>
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<td>HUM206</td>
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<td>HUM225</td>
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<td>HUM250</td>
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**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
Origins and creation myths, the materials world, and the spiritual world as themes in the humanities. Prerequisites: None.

**HUM205 3 Credits**
Introduction to Cinema
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

**HUM206 3 Credits**
Introduction to Television Arts
History and development of electronic media and its impact on popular arts. Prerequisites: None.

**HUM210 3 Credits**
Contemporary Cinema
A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.

**HUM225 3 Credits**
Introduction to Popular Culture
Introduction to major topics in the field of popular culture studies. Includes basic theories, methods, and concepts used to analyze popular culture texts and practices. Prerequisites: ENG101 or ENG107.

**HUM250 3 Credits**
Ideas and Values in the Humanities
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: ENG101.

**HUM251 3 Credits**
Ideas and Values in the Humanities
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the Renaissance to modern period, including Western and Non-Western cultures. Prerequisites: ENG101.

Industry (IND)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IND110*</td>
<td>1</td>
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<tr>
<td>IND111*</td>
<td>3</td>
</tr>
<tr>
<td>IND112*</td>
<td>2</td>
</tr>
<tr>
<td>IND133</td>
<td>3</td>
</tr>
</tbody>
</table>

**IND110* 1 Credit**
Introduction to the Printing Industry
Brief history/introduction to graphic arts technologies including printing, photography, graphics and text. Safety and health practices, job estimating and trade customs as well as legal restrictions and requirements covered. Prerequisites: None.

**IND111* 3 Credits**
Paper, Binding and Finishing Techniques
Finishing techniques and binding styles of paper. Covers paper properties, requirements, and grades. Various finishing and binding styles emphasized. Prerequisites: None.

**IND112* 2 Credits**
Lithographic Inks and Offset Press Operations
Basic overview of lithographic inks and offset press operations. Sheet-fed and web-fed offset presses emphasized. Prerequisites: None.

**IND133 3 Credits**
Speaking in Business
Practical, effective speech techniques for everyday business interactions. Listening skills and stages of and barriers to the perception process. Examination of effective message preparation skills and communication styles and techniques. Interaction emphasizing conflict management and resolution in oral communication. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
### Course Descriptions

#### Infant/Toddler Development (ITD)

**ITD200 3 Credits**

**The Physical Child: Birth to Age Three**

Examines the physical aspects of child growth and development in the first three years of life in the context of contemporary communities. Includes nutrition and feeding, health and safety, motor skills and exercise, neurological development, and identification of developmental delay. Prerequisites: CFS/ECH176, or CFS235, or EED205.

**ITD210 3 Credits**

**Early Attachments, Relationships, and Families: Birth to Age Three**

Explores the attachment process and relationships within families. Considers contemporary social contexts where children develop a concept of self, self-regulation, and interaction skills with children and adults. Examines social-emotional development, societal stresses, and supportive professional roles and responsibilities. Prerequisites: CFS/ECH176, or CFS235, or EED205.

**ITD220 3 Credits**

**Cognition and Communication: Birth to Age Three**

Examines the cognitive development and language acquisition of infants and toddlers. Considers the role of people and daily environments on development. Also covers disabilities and developmental delays as well as major theories and research in the field. Prerequisites: CFS/ECH176, or CFS235, or EED205.

#### Information Studies (IFS)

**IFS101 3 Credits**

**Information Skills in the Digital Age**

Development of skills and competency in accessing, evaluating and using information resources while examining the social and historical context, as well as the technological implications of the use and organization of information. Prerequisites: ENG101, or ENG107, or equivalent.

**IFS105 1 Credit**

**Finding Health Information Online**

Development of skills and competency in accessing, evaluating, and using online medical and health information resources. Prerequisites: None.

#### Interior Design (INT)

**INT105 3 Credits**

**Introduction to Interior Design**

Introduction to the profession of interior design, including design process, elements and principles of design, and basic concepts of space planning and furniture layout. Development of design vocabulary relative to architectural details, furnishings, and finishes. Prerequisites: None.

**INT150 3 Credits**

**Color and Design**

Introduction to the theory and application of color as related to the elements and principles of design. Light and its effect on color. Emphasis on the development of presentation skills for the field of interior design. Prerequisites: None.

#### Japanese (JPN)

**JPN101 5 Credits**

**Elementary Japanese I**

Basic grammar, pronunciation, and vocabulary of Japanese. Study of Japanese culture. Development of speaking, listening, reading and writing skills. Prerequisites: None.

**JPN102 5 Credits**

**Elementary Japanese II**

Continued study of basic grammar, pronunciation and vocabulary of Japanese. Study of the Japanese culture. Intensive practice in oral communication and development of reading and writing skills. Prerequisites: JPN101 or departmental approval.

**JPN201 5 Credits**

**Intermediate Japanese I**

Expansion of sentence structures through oral/aural practice. Increased emphasis on reading and writing in Japanese and study of Japanese culture. Prerequisites: JPN102 or equivalent.

**JPN202 5 Credits**

**Intermediate Japanese II**

Extensive review of Japanese grammar, development of vocabulary and idiomatic expressions through reading and writing. Continued practice of oral communication skills and study of Japanese culture. Prerequisites: JPN201 or equivalent.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**Journalism (JRN)**

**JRN133* 3 Credits**

**Development of Small Publications**
Design, plan and write newsletters, brochures, and advertisements. Desktop computer production and paste-up techniques. Prerequisites: None. Computer experience and (BPC138AA or BPC138AB) suggested but not required.

**Latin (LAT)**

**LAT101* 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* 4 Credits**

**Elementary Latin II**
Comparative study of English and Latin grammar. Emphasis on analytical thinking, memorization, and familiarization with new terminology. Translation from English and from original works in Latin. Prerequisites: LAT101 or permission of instructor.

**LAT201* 4 Credits**

**Intermediate Latin I**
Introduction to translation techniques using selections from various authors; emphasis on use of primary texts. Prerequisites: LAT102.

**LAT202* 4 Credits**

**Intermediate Latin II**
Refinement of translation techniques using selections from Virgil's Aeneid; emphasis on use of language and meter. Prerequisites: LAT201.

**Law Enforcement Technology (LET)**

**LET100* 1 Credit**

**Introduction to Law Enforcement Technology**
Overview of law enforcement and administration of criminal justice system. Course outlines the criminal justice process from arrest to final disposition. Also includes the relationship between the branches of government and various components of the criminal justice system. Prerequisites: Departmental approval.

**LET102* 4 Credits**

**Criminal Investigation**
Overview of specialized techniques for the investigation of various types of crimes. Includes technology in police data processing operations as well as the nature and structure of various types of specialized crimes and crime groups. Also introduces techniques for interviewing and interrogation. Prerequisites: Departmental approval.

**LET106 2 Credits**

**Patrol Procedures**
Overview of the types and purposes of police patrol; including vehicle patrol and routine patrol procedures, mediation, and management of crisis situations. Emphasis on citizen protection, crime prevention, and identification and apprehension of suspects. Prerequisites: None.

**LET109 2 Credits**

**Criminal Law**
Overview of the basic concepts and terminology of statutory law. Examination of some of the most frequently used sections. Prerequisites: None.

**LET110 3 Credits**

**Fundamentals of Law Enforcement**
Overview of law enforcement fundamentals and components of the criminal justice system. Covers various aspects of law enforcement including the history, management and supervision, ethics and professionalism, stress management as well as victimology, interpersonal communication, crime prevention and community policing issues. Prerequisites: None.

**LET111* 2 Credits**

**Tactical Driving**
Overview of basic defensive driving techniques, dynamics of moving vehicles, the driving task, and driving a vehicle under hazardous conditions. Includes theory of high speed vehicle control while in pursuit, methods to successfully stop fleeing vehicles, psychological and physiological factors, liability issues, and methods for reducing the risks of pursuit. Prerequisites: Departmental approval.

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LET119*</td>
<td>1</td>
<td>Community Relations</td>
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<td>Includes media relations, child protective services, equal employment opportunity, the importance of ethics and professionalism for good community relations, and educating the community in the area of crime prevention. Prerequisites: Departmental approval.</td>
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<tr>
<td>LET125</td>
<td>2</td>
<td>Legal Aspects of Law Enforcement</td>
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<td>Overview of the basic guidelines of the United States and state constitutions, focusing on those parts which deal with the rights of the individuals. Also covers laws of arrest, common civil and criminal liabilities experienced by law enforcement officers and agencies, the civil process, rules of evidence, and courtroom proceedings. Prerequisites: None.</td>
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<tr>
<td>LET127</td>
<td>2</td>
<td>Field Problems</td>
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<td></td>
<td>Practical application of the knowledge and skills of police procedures needed to respond to various types of law enforcement problems. Emphasis on responding to simulated problem situations dealing with officer safety, interpersonal skills, problem solving, and paperwork. Prerequisites: None.</td>
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<tr>
<td>LET130*</td>
<td>2</td>
<td>Detention Officer Training</td>
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<td>Introduction to the detention field. Includes officer responsibilities with regards to discipline, conduct and dealing with inmates in the legal system. Examination of detention services, philosophy and goals also covered. Constitutional Amendments, law enforcement ethics and corruption included. Prerequisites: Permission of Department or Division.</td>
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<tr>
<td>LET132*</td>
<td>3</td>
<td>Introduction to Correctional Law</td>
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<tr>
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<td>Introduction to the legal and constitutional rights of inmates. Pre-trial, sentencing, and probation processes covered. Court cases with regards to enforcement personnel and custodial agencies discussed. Also covers inmate discipline and types of force. Prerequisites: LET130.</td>
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<tr>
<td>LET134*</td>
<td>2</td>
<td>Special Needs Issues and Communication</td>
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<td>Management skills for dealing with inmates with special needs. Issues related to female inmates, drug addictions, and mental disorders covered. Techniques for dealing with suicidal inmates and gang members included. Prerequisites: LET132.</td>
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<tr>
<td>LET135*</td>
<td>2</td>
<td>Problem Solving and Crisis Management</td>
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<td>Further examination of management techniques and tools within the detention facilities. Crisis intervention techniques covered. Also includes medical screening, inmate grievances, inmate disciplinary reports, and the reclassification system. Prerequisites: LET134.</td>
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<tr>
<td>LET136*</td>
<td>2</td>
<td>Detention Security Procedures</td>
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<td>Security procedures within the detention facilities. Officer responsibilities with regards to contraband, facility security, and key/tool control. Procedures for conducting searches, security walks, headcounts, and the proper use of restraints. Dealing with hostage and emergency situations covered. Prerequisites: LET135.</td>
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<tr>
<td>LET138*</td>
<td>1</td>
<td>Detention Officer Emergency Procedures</td>
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<td>Techniques for managing emergency situations in the detention facility including fires and medical emergencies. Skills for administrating first aid and cardiopulmonary resuscitation (CPR). Procedures for using control devices. Includes Occupational Safety and Health Administration (OSHA) safety equipment and methods as well as Sudden In-Custody Death (SICD) procedures. Prerequisites: LET136.</td>
</tr>
<tr>
<td>LET139*</td>
<td>2</td>
<td>Detention Facility Training</td>
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<td>Daily procedures for managing the detention facility. Includes procedures for processing inmate needs and requests, completing departmental reports and crime scene management. Operational procedures also covered. Prerequisites: LET138.</td>
</tr>
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*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

LET141*  4 Credits
Detention Defensive Tactics
Defensive tactics training for Detention Officers. Covers defensive body mechanics, various defensive techniques, handcuffing, and search techniques as well as pressure points and the carotid control technique. Ground defense and survival skills, survival psychology and physical fitness also included. Prerequisites: Permission of Department or Division.

LET143*  3 Credits
Physical Conditioning and Wellness
Emphasis on developing physical fitness for the participants through mental and physical conditioning, structured exercise, and classroom education. Basic elements of strength training, aerobic conditioning, flexibility, and nutrition. Prerequisites: Departmental approval.

LET145*  5 Credits
Arrest/Defense Tactics
Proper use of lethal and non-lethal defensive tactics, techniques of stopping and approaching suspects in vehicles and on foot, and the custody and transportation of prisoners. Emphasis on basic safety and protection for both the officer and violator during initial contact, arrest, and transportation. Prerequisites: Departmental approval.

LET146  1 Credit
Officer Survival
Overview of skills and techniques for officer survival. Tactical thinking, critical incident stress, entry techniques and emergency plans as well as basic high risk traffic stops and search warrants covered. Limitations of the mind and body in a crisis also covered. Prerequisites: None.

LET150*  3 Credits
Firearms I
Overview of firearms usage. Covers firearms safety and nomenclature, basic firearms usage techniques, and firearms care and cleaning. Prerequisites: Permission of Department or Division.

LET151*  2 Credits
Firearms II
Practical application of firearms usage. Covers loading and unloading ammunition, firearm safety, daytime and nighttime firing techniques and shooting positions. Emphasis on qualification courses. Prerequisites or Corequisites: LEO/LET150.

LET152*  2 Credits
Tactical Weapons
Basic impact weapons and handgun fighting. Emphasis on handgun, expandable/straight baton and side handle baton operations, including impact weapon targets and use of force. Includes importance of physical fitness, stress factors, and techniques for engaging suspects. Prerequisites: Departmental approval.

LET155*  3 Credits
General Instructor Certification
Designed to aid persons responsible for training in the workplace. Emphasis on motivating the adult learner, systematic training, planning and evaluating performance. Prerequisites: None.

LET156*  2 Credits
First Aid
First aid in a law enforcement environment, including impaired breathing, cardiac conditions, resuscitation, control of bleeding, movement of injured persons, shock, injury, and legal and civil issues associated with rendering emergency care. Prerequisites: None.

LET158  2 Credits
Fundamentals of First Aid Care for Law Enforcement
Fundamentals of first aid for the law enforcement officer. Includes the legal responsibility of the law enforcement officer in emergency situations, including tactical response considerations and documentation requirements. Covers identification and treatment of various injuries and illnesses including heart attack, stroke, and impaired breathing. Also covers procedures for performing cardiopulmonary resuscitation and use of the Automated External Defibrillator (AED). Prerequisites: None.

LET160*  1 Credit
Correctional System Ethics and Professionalism
Overview of policies and guidelines with respect to professionalism and ethics in the correctional system. Includes workforce diversity, staff-inmate relations, and harassment issues. Also covers the definition of ethics and the basis for ethical decision making. Prerequisites: Departmental approval.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

LET161* 3 Credits
Correctional Sergeant's Leadership Procedures
Leadership procedures for correctional sergeants. Leadership and supervision styles, duties, physical fitness and personal value systems as well as communication process and available resources covered. Prerequisites: None.

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: Departmental approval.

LET166* 2 Credits
Correction Officers Safety and Weapon Training
Basic shooting principles of the weapons used by correctional officers. Includes nomenclature, handling, loading and firing of the service handgun, rifle, shotgun and 37mm gas gun. Lawful use of chemical agents including identification, coding, delivery and decontamination procedures. Prerequisites: Permission of Department or Division.

LET168* 2 Credits
Inmate Security Procedures I
Procedures for dealing with inmate security. Includes progressive behavior control and protective segregation. Inmate count, personal property inventory, mail handling procedures, and forced cell move procedures also covered. Prerequisites: Permission of Department.

LET169* 3 Credits
Inmate Security Procedures II
Security procedures for handling inmates. Covers searches, contraband, monitoring of inmates and perimeter checks. Transportation of inmates, use of restraints and driving skills including preventable collisions included. Prerequisites or Corequisites: LET168.

LET170* 2 Credits
Security, Custody and Control Procedures
Procedures for maintaining security and control within a correctional institution. Includes custody levels, roles of staff and essential components with regards to span-of-control. Also covers procedures for dealing with crime scene management, fires and emergency situations. Prerequisites: Permission of Departmental or Division.

LET172* 2 Credits
Conflict and Crisis Management
Conflict and crisis management techniques for correctional institutions. Effecting positive, non-forceful resolutions to potentially violent situations. Emphasis on officer and inmate safety. Prerequisites: Departmental Approval.

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: Departmental Approval.

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: Departmental Approval.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**LET179* 2 Credits**
**Traffic Enforcement Procedures**
Overview of operational procedures for traffic enforcement officers. Covers pursuits, roadblocks, and report writing as well as sudden custody death syndrome. Incident command system also covered. Prerequisites: Departmental Approval.

**LET183* 2 Credits**
**Traffic Offenses**
Transportation law provisions. Covers Arizona Revised Statute (ARS) Title 28, drug transportation, and contraband as well as civil and criminal traffic laws. Traffic offenses, violation name, and classification included. Prerequisites: Departmental Approval.

**LET188* 3 Credits**
**Vehicle Inspection**
Commercial vehicle inspection procedures. Covers driver and vehicle commercial transportation regulated by Arizona Revised Statutes (ARS) 28 and 29. Includes transportation of hazardous materials, various vehicle components and systems, towaway operations, and inspection reports. Prerequisites: Departmental Approval.

**LET190* 1 Credit**
**Human Communications and Relations**
Overview of human communication and human relations, with special emphasis on techniques used to overcome problems of communication. Covers various communication methods used in dealing with the community and techniques for handling crisis situations. Prerequisites: Departmental approval.

**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* 3 Credits**
**Physical Fitness Instructor Certification**
Covers skills necessary to instruct and conduct physical fitness tests using the Cooper Institute for Aerobics Research standards and the Peace Officer Physical Aptitude Test (POPAT) standards. Also covers basics of human anatomy, strength training and aerobic conditioning as well as nutrition and prevention of injuries. Prerequisites: Permission of Department or Division.

**LET202 2 Credits**
**Traffic Procedures**
Overview of traffic procedures. Includes citations and warnings, traffic control, accident investigation, and dealing with impaired drivers. Prerequisites: None.

**LET203 2 Credits**
**Report Writing**
Overview of types of parts of reports. Includes elements of composition; characteristics of reports; substance; conclusions; statistics; accurate and complete descriptions of persons and property; and the importance of notes, their preservation, and final use. Prerequisites: None.

**LET211 2 Credits**
**Criminalistics**
Study of fingerprinting, crime scene processing, preliminary investigations and crime scene management. Prerequisites: None.

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<tbody>
<tr>
<td>LET223</td>
<td>1</td>
<td>Search and Seizure</td>
<td>Overview of statutes, constitutional requirements, and case law covering search and seizure. Includes procedures for obtaining and serving a search warrant, as well as, procedures for searching persons, premises and vehicles. Prerequisites: None.</td>
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<tr>
<td>LET224</td>
<td>4</td>
<td>Crime Scene Investigations</td>
<td>Techniques for conducting a crime scene investigation. Includes crime scene documentation and artist sketching as well as the identification, preservation and collection of evidence. Interviews and interrogations, information sources, and report preparation also covered. Prerequisites: None.</td>
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<tr>
<td>LET225*</td>
<td>4</td>
<td>Investigator Training</td>
<td>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.</td>
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</tr>
<tr>
<td>LET226*</td>
<td>6</td>
<td>Arrest and Defense Tactics Instructor Training</td>
<td>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: Departmental approval.</td>
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<tr>
<td>LET229*</td>
<td>2</td>
<td>High Risk Situations/Instructor Training</td>
<td>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.</td>
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<tr>
<td>LET241*</td>
<td>3</td>
<td>Public Safety Report Writing</td>
<td>Overview of public safety report preparation and writing. Emphasis on critical thinking and communication skills. Field notes and report preparation steps as well as format and characteristics included. Also covers public safety report usage. Prerequisites: None.</td>
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<tr>
<td>LET243*</td>
<td>4</td>
<td>Search Warrant Preparation</td>
<td>Overview of statutes, constitutional requirements, and case law covering searches, seizures, and detentions relative to the search warrant process. Includes procedures and tactical considerations for obtaining and serving search warrants. Also covers review and documentation of probable cause related to property, persons, and drug-related crimes within a search warrant affidavit as well as search warrant draft procedures. Prerequisites: LET225 or permission of Department or Division.</td>
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</tr>
<tr>
<td>LET250*</td>
<td>2</td>
<td>DUI Detection</td>
<td>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: Departmental Approval.</td>
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<tr>
<td>LET260*</td>
<td>3</td>
<td>Traffic Accident Investigation</td>
<td>Overview of accident investigation techniques. Types of friction marks, debris, physical evidence on the roadway and from the vehicle. Human factors and reaction times also covered. Measurement and calculations emphasized. Prerequisites: MAT102 or permission of instructor.</td>
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<tr>
<td>LET282</td>
<td>4</td>
<td>Police Roles and Responsibilities</td>
<td>Analysis of the various roles and responsibilities of law enforcement agencies and officers. Interaction with other elements of the criminal justice system included. Also covers jurisdiction issues and relationships, adult justice systems and juvenile justice systems. Prerequisites: None.</td>
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<tr>
<td>LET284</td>
<td>4</td>
<td>Professionalism Within Policing</td>
<td>Examination of police authority and responsibilities with an emphasis on ethical decision-making. Includes organizational strategies for promoting high levels of integrity and professionalism. Case law with relation to organizational and individual officer liability also covered. Prerequisites: None.</td>
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</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

LET285AA* 1 Credit
Current Issues in Law Enforcement Technology
Course in law enforcement technology with an emphasis on current issues not covered in other law enforcement courses. Prerequisites: None. Course Notes: May be repeated for a total of four (4) credit hours.

LET285BA 2 Credits
Current Issues in Law Enforcement Technology
Course in law enforcement technology with an emphasis on current issues not covered in other law enforcement courses. Prerequisites: None. Course Notes: May be repeated for a total of four (4) credit hours.

LET285CA* 3 Credits
Current Issues in Law Enforcement Technology
Course in law enforcement technology with an emphasis on current issues not covered in other law enforcement courses. Prerequisites: None. Course Notes: May be repeated for a total of four (4) credit hours.

LET286 4 Credits
Modern Policing Strategies
Overview of community policing programs and problem-solving models. Covers the origins, meaning and development of policing programs. Contemporary programs covering the implementation and evaluation of community policing strategies are emphasized. Prerequisites: None.

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.

MGT179 3 Credits
Utilizing the Human Resources Department
Provides the opportunity to learn how to appropriately utilize the human resources department within an organization in order to improve job performance. Topics include staffing, training, and development, manpower planning, compensation and benefits, federal labor laws and why people seek outside representation. Prerequisites: None.

MGT229 3 Credits
Management and Leadership I
Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.

MGT230 3 Credits
Management and Leadership II
Includes practical applications of activities, issues, and problems related to current managerial and supervisory skills and talents. Prerequisites: MGT229 or departmental approval.

MGT251 3 Credits
Human Relations in Business
Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested, but not required.

MGT253 3 Credits
Owning and Operating a Small Business
Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.

MGT270AB* 2 Credits
Management Internship
Management work experience in a business or industry. 80 hours of designated work per credit. Maximum of 3 credits allowed. Prerequisites: Departmental approval.

MGT276 3 Credits
Personnel/Human Resources Management
Human resource planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None. MGT101, or MGT175, or MGT229 suggested but not required.

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**Course Descriptions**

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</tr>
</thead>
<tbody>
<tr>
<td>MGT289</td>
<td>3</td>
<td>Professional in Human Resources Test Preparation</td>
<td>Preparation for testing for Professional in Human Resources (PHR) certification. Includes responsibilities of the PHR in the development, implementation and management of budgets, workforce planning and employee training. Also covers compensation and employee relations issues and responsibilities.</td>
<td>None</td>
<td>Course Notes: This course is specifically intended to prepare students to sit for the PHR exam. Students are responsible for knowing the work-related requirements that the Human Resource Certification Institute (HRCI) has for all those who wish to take the certification exam.</td>
</tr>
<tr>
<td>MKT112*</td>
<td>1</td>
<td>Retail Customer Service</td>
<td>Introduction to the field of retail sales. Emphasis on customer service and sales techniques.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>MKT114*</td>
<td>1</td>
<td>Retail Inventory Control</td>
<td>Retail inventory control procedures. Emphasis on the role of the professional sales associate within a retail company and in the handling of merchandise.</td>
<td>MKT112</td>
<td></td>
</tr>
<tr>
<td>MKT267*</td>
<td>3</td>
<td>Principles of Salesmanship</td>
<td>Analyzes and applies the steps and techniques used in personal selling. Highlights the role of the professional sales representative and his/her functions as they relate to the company's mission and customer expectations.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>MKT268</td>
<td>3</td>
<td>Merchandising</td>
<td>Surveys structure and operation of retail organizations. Emphasizes merchandising to include price, location, time promotion and quantity.</td>
<td>None</td>
<td>MKT271 suggested but not required.</td>
</tr>
<tr>
<td>MKT296WA*</td>
<td>1</td>
<td>Cooperative Education</td>
<td>Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.</td>
<td>Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor.</td>
<td>Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.</td>
</tr>
<tr>
<td>MAT082</td>
<td>3</td>
<td>Basic Arithmetic</td>
<td>Primary emphasis placed on fundamental operations with whole numbers, fractions, decimals, integers, and rational numbers; proportions, and percentages. Other topics include representations of data, geometric figures, and measurement.</td>
<td>MAT082, MAT082</td>
<td>Students may receive credit for only one of the following: MAT081, MAT082, or MAT083.</td>
</tr>
<tr>
<td>MAT092</td>
<td>3</td>
<td>Introductory Algebra</td>
<td>Linear behavior; linear equations and inequalities in one and two variables; graphs; systems of equations in two variables; function notation, graphs, and data tables; operations on polynomials; properties of exponents; applications.</td>
<td>MAT090, MAT091</td>
<td>Students may receive credit for only one of the following: MAT090, MAT091, MAT092, or MAT093.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

### MAT102 3 Credits

**Mathematical Concepts/Applications**  
A problem solving approach to mathematics as it applies to life and the world of work. Development, demonstration, and communication of mathematical concepts and formulas that relate to measurement, percentage, statistics, and geometry. Prerequisites: Grade of “C” or better in MAT082, or equivalent, or satisfactory score on District Placement exam.

### MAT122 3 Credits

**Intermediate Algebra**  
Quadratic, rational, radical, exponential, and logarithmic functions and equations; graphs of quadratic, exponential, and logarithmic functions; equations quadratic in form; operations on rational expressions, radical expressions, and complex numbers; rational exponents; applications. Prerequisites: Grade of “B” or better in MAT090, MAT091, MAT092, MAT093, or equivalent, or a satisfactory score on the District placement exam. Course Notes: Students may receive credit for only one of the following: MAT120, MAT121, or MAT122.

### MAT142 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 set theory, probability, statistics, finance, and geometry. Prerequisites: Grade of “C” or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on the District placement exam. Course Notes: Appropriate for the student whose major does not require college algebra or precalculus.

### MAT156 3 Credits

**Mathematics for Elementary Teachers I**  
Focuses on numbers and operations. Algebraic reasoning and problem solving integrated throughout the course. Prerequisites: Grade of “C” or better in MAT142 or MAT150 or MAT151 or MAT152 or equivalent, or satisfactory score on District placement exam.

### MAT157 3 Credits

**Mathematics for Elementary Teachers II**  
Focuses on measurement, geometry, probability and data analysis. Appropriate technologies, problem solving, reasoning, and proof are integrated throughout the course. Prerequisites: MAT156 or equivalent.

### MAT172 3 Credits

**Finite Mathematics**  
An introduction to the mathematics required for the study of social and behavioral sciences. Includes combinatorics, probability, descriptive statistics, matrix algebra, linear programming and the mathematics of finance. Includes applications of technology in problem-solving. Prerequisites: Grade of “C” or better in MAT150, or MAT151, or MAT152, or MAT187 or equivalent, or satisfactory score on District placement exam.

### MAT182 3 Credits

**Plane Trigonometry**  
A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution. May receive credit for only one of the following: MAT182 or MAT187. Prerequisites: Grade of “C” of better in MAT150, or MAT151, or MAT152, or equivalent, or concurrent registration in MAT150, MAT151, MAT152, or satisfactory score on District placement exam.

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Course Descriptions

MAT187 5
Precalculus
A precalculus course combining topics from college algebra and trigonometry. Preparation for analytic geometry and calculus. Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on district placement exam. Course Notes: Strongly recommended that students have some knowledge of trigonometry. Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT206 3
Elements of Statistics
Basic concepts and applications of statistics, including data description, estimation and hypothesis tests. Prerequisites: (A grade of “C” or better in MAT140 or MAT141 or MAT142) or (A grade of “C” or better in MAT150 or MAT151 or MAT152) or equivalent, or satisfactory score on District placement exam.

MAT212 3
Brief Calculus
Introduction to the theory, techniques and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: Grade of “C” or better in MAT150, or MAT151, or MAT152, or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

MAT217* 3
Mathematical Analysis for Business
An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions. Prerequisites: Grade of C or better in MAT212 or MAT213.

MAT220* 5
Calculus with Analytic Geometry I
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of “C” or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT220 or MAT221.

MAT221 4
Calculus with Analytic Geometry II
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of “C” or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Student may receive credit for only one of the following: MAT220 or MAT221.

MAT225* 3
Elementary Linear Algebra
Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: Grade of “C” or better in MAT212 or MAT220, or MAT221, or equivalent.

MAT231 4
Calculus with Analytic Geometry II
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: Grade of “C” or better in MAT220, or MAT221, or equivalent. Course Notes: Student may receive credit for only one of the following: MAT230 or MAT231.

MAT241 4
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 MAT220 or MAT221. Course Notes: Student may receive credit for only one of the following: MAT240 or MAT241.

MAT262 3
Differential Equations
Ordinary differential equations with applications including Laplace transforms with numerical methods. Prerequisites: Grade of “C” or better in MAT230 or MAT231 or equivalent.
Course Descriptions

**MAT276** 4 Credits
**Modern Differential Equations**
Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of “C” or better in MAT230, or MAT231, or permission of Department or Division. Course Notes: Students may receive credit for only one of the following: MAT276 or MAT277.

**MAT277** 3 Credits
**Modern Differential Equations**
Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of “C” or better in MAT230, or MAT231, or permission of Department or Division. Course Notes: Students may receive credit for only one of the following: MAT276 or MAT277.

**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: Theory/Composition (MTC)**

**MTC105** 3 Credits
**Music Theory I**
The chronological study of music theory including: harmony, melody, texture, structure and timbre through analysis, original compositions and basic exercises to demonstrate musical concepts. Prerequisites: MTC100, or MTC101, or permission of instructor. Corequisites: MTC106.

**MTC106** 1 Credit
**Aural Perception I**
The development of listening and performing skills through dictation, sight singing and keyboard harmony. Prerequisites: None. Corequisites: MTC105.

**Office Automation Systems (OAS)**

**OAS107** 1 Credit
**Professional Telephone Techniques**
Proper telephone techniques and professional business manners. Prerequisites: None.

**OAS118** 1 Credit
**10-Key by Touch**
Touch system of numeric keys on ten-key pads. Prerequisites: None.

**OAS120** 3 Credits
**Financial Record Keeping**
Computerized application of concepts and procedures of office record keeping; includes finance and personnel records, inventory systems, banking procedures and cash control; decision-making process for solving financial problems. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Paralegal Studies (PAR)

PAR102  3 Credits
Foundations of the Paralegal Profession
Introduction to the responsibilities and ethical standards of a paralegal. Provides an overview of the legal system and role of the paralegal within the system. Emphasis on professional development in addition to an overview of required skills. Prerequisites: None.

PAR104  3 Credits
Ethics for the Paralegal
Paralegal rules of professional responsibility and ethical requirements. Includes regulation of the profession as well as unauthorized practice of law and confidentiality. Also covers conflict of interest, competence and negligence. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR106  3 Credits
Legal Foundations for Paralegals
Legal principles of tort, contract, and criminal law. Includes roles and responsibilities of court systems, the legal community and the paralegal. Also covers procedures for preparing cases for trial, adjudication, and post-trial. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR112  3 Credits
Paralegal Fundamentals of Litigation
Responsibilities of the paralegal in the civil litigation process. Includes review of the American court system and techniques for case investigation. Also covers case management and evidence procedures as well as settlements and pleadings. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR114  3 Credits
Paralegal Litigation
Criminal and civil litigation responsibilities of the paralegal in the areas of discovery, depositions, and pretrial procedures. Includes preparation of clients, witnesses, and exhibits for the courtroom. Also covers responsibilities of the paralegal in the evidentiary phase of trial, post-trial, and the appeals process in addition to collection and enforcement of judgments. Prerequisites: PAR112.

PAR206  3 Credits
Paralegal Business Law
Overview of business law for the paralegal. Includes a review of basic contract formation and enforcement. Also covers property and ownership characteristics and operations in addition to a comparison of various types of business organizations. Prerequisites: PAR106 and PAR114.

PAR208  3 Credits
Introduction to Tort Law
Introduction to tort law and the responsibilities of the paralegal. Includes elements of types of various types of torts, negligence and defenses in addition to classification of and legal issues pertaining to damages. Also covers insurance and its application to tort law as well as procedures for records evaluation and calculation of net settlements. Prerequisites: PAR106 and PAR114.

PAR220  3 Credits
Paralegal Writing
The use of proper grammar, punctuation, and spelling in the construction of sentences and the development of paragraphs. Covers various types of legal writing including memorandum of law, persuasive writing and legal correspondence. Analysis and application of the writing process to produce well-written documents commonly used in the practice of law. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101) or equivalent as indicated by assessment).

PAR222  3 Credits
Paralegal Research
Role of the paralegal in the legal research process. Includes various types of and sources for legal research. Also covers components and use of case law and briefs in addition to use of secondary sources and digests. Prerequisites: PAR106.

PAR224  3 Credits
Law Office Technology for the Paralegal
Technology resources and procedures for the law office. Includes types of hardware and software in addition to office security. Also covers paperless office and electronic research procedures as well as use of trial presentation software. Prerequisites: PAR104.

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Course Descriptions

PAR230  3 Credits
Family Law for the Paralegal
Paralegal responsibilities in the area of family law. Includes procedures for the initial client interview as well as drafting of applicable documents in dissolution, post-decree, and custody proceedings. Also covers discovery tools and procedures in addition to methods for valuation and division of assets. Prerequisites: PAR114.

PAR231  3 Credits
Elder Law for the Paralegal
Paralegal responsibilities in the area of elder law. Covers characteristics of aging and the accompanying diseases. Also includes procedures for drafting advance directive and financial and estate planning documents. Entitlement programs, health care rights, elder abuse and end of life issues also covered. Prerequisites: PAR114.

PAR232  3 Credits
Bankruptcy Law for the Paralegal
Paralegal responsibilities in the area of bankruptcy law. Emphasis on chapters 7, 11, and 13 of the bankruptcy code of Title 11 of the United States Code. Also covers bankruptcy documentation, automatic stay, dischargeable and nondischargeable debts, and bankruptcy case dissmissals, conversions, and transfers. Prerequisites: PAR114.

PAR233  3 Credits
Real Estate Law for the Paralegal
Paralegal responsibilities in the area of real estate law. Covers real estate transactions and agreements of sale as well as title and deed procedures. Also includes procedures for completing title abstractions and legal documentation pertinent to arbitration and foreclosure. The role of the paralegal in completing real estate client interviews also covered. Prerequisites: PAR114.

PAR234  3 Credits
Administrative Law for the Paralegal
Paralegal responsibilities in the area of administrative law. Overview of types and sources of administrative law. Includes accountability, agency discretion and due process in addition to delegation and rule-making. Also covers agency investigations and adjudication procedures. Prerequisites: None.

PAR235  3 Credits
Corporate Law for the Paralegal
Paralegal responsibilities in the area of corporate law. Includes types and structure of corporations in addition to procedures and documents for incorporation. Also covers procedures for securing and distributing capital along with shareholder rights and responsibilities. Characteristics of mergers, acquisitions and consolidations also covered. Prerequisites: PAR114.

PAR236  3 Credits
Estate Law for the Paralegal
Paralegal responsibilities in the area of estate law. Includes estate planning and administration. Covers procedures for preparing wills and trusts in addition to handling probate issues. Prerequisites: PAR114.

Pharmacy Technology (PHT)

PHT104  1 Credit
Pharmacology for Pharmacy Technicians
Overview of pharmacology for pharmacy technicians. Includes drug conversion factors and dosage calculations as well as disease states and biopharmaceutics. Prerequisites: Permission of Department or Division.

PHT120  3 Credits
Pharmacy Technician Responsibilities
Responsibilities and skills of pharmacy technicians. Emphasis on federal and state laws, prescription entry and fulfillment, drug regulations, and drug calculations, as well as pharmaceutical products, abbreviations, and terminology. Includes inventory management, administration routes, financial issues, and pharmacy environments. Prerequisites: None.

Philosophy (PHI)

PHI101  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.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

PHI216 3 Credits
Environmental Ethics
Philosophical consideration of diverse theories and perspectives on the environment, and application of these theories to global moral issues such as animal rights, preservation of wilderness and species, population, world hunger and poverty, and air and water pollution. Prerequisites: None.

Physical Science (PHS)

PHS110 4 Credits
Fundamentals of Physical Science
Survey of the principles of physics and chemistry. Prerequisites: Grade of "C" or better in MAT090, or MAT091, or MAT092, or MAT093, or equivalent, or satisfactory score on Math placement exam.

PHS120 4 Credits
Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography
Designed primarily for students with limited background in physical science and mathematics and for non-science majors. Topics from astronomy, meteorology, geology and oceanography. A laboratory course designed to help the students learn the basic laws and facts of the physical sciences which provide the starting points for scientific thought and speculations. May not receive credit for both PHS120 and GLG106. Prerequisites: None.

Physics (PHY)

PHY101 4 Credits
Introduction to Physics
A survey of physics emphasizing applications of physics to modern life. Prerequisites: Grade of "C" or better in MAT090, or MAT091, or MAT092, or MAT093, or equivalent, or satisfactory score on Math Placement exam. Course Notes: Students may receive credit for only one of the following: PHY101 or PHY101AA.

PHY111* 4 Credits
General Physics I
Includes motion, energy, and properties of matter. Prerequisites: MAT182, or MAT 187, or one year high school Trigonometry with a grade of C or better, or permission of Department or Division. Course Notes: PHY111 is recommended for preprofessional and suggested for certain other majors. Students may receive credit for only one of the following: PHY111 or PHY111AA.

PHY112* 4 Credits
General Physics II
Includes electricity, electromagnetism, and modern physics. Prerequisites: PHY105 or PHY111.

PHY115* 5 Credits
University Physics I
General physics course using calculus to develop the principles of mechanics and thermodynamics. Recommended for majors in the sciences and mathematics. Required for Engineering majors. Prerequisites: MAT220 or MAT221 or permission of Department or Division. Corequisites: MAT230 or MAT231. One year High School physics or PHY111 and PHY112 is strongly recommended.

PHY121* 4 Credits
University Physics I: Mechanics
Kinematics, Newton's laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluids, mechanical waves, and sound. Prerequisites: MAT220, or MAT221, or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required.

Political Science (POS)

POS101* 1 Credit
Current Issues
Introduction to current issues in politics, economics, social relations, foreign affairs. Presentations by local, state and national civic and cultural leaders. Prerequisites: None. Course Notes: POS101 may be repeated for a total of two (2) credit hours.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

POSS10 3 Credits
American National Government
Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

POSS125 3 Credits
Issues in World Politics
Contemporary issues and factors in international relations. Stress conditions in civil order, trade, and institutions. Prerequisites: None. Course Notes: POSS125 may be repeated for a total of six (6) credit hours.

POSS140* 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.

POSS220 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.

POSS221 1 Credit
Arizona Constitution
Examination of the Constitution of the State of Arizona. Equivalent to the second part of POSS220. May not enroll in POSS220 and POSS221 concurrently. Prerequisites: None.

POSS222 2 Credits
U.S. Constitution
Examination of the United States Constitution. Equivalent to the first part of POSS220. May not enroll in POSS220 and POSS222 concurrently. Prerequisites: None.

POSS223 3 Credits
Civil Rights
The historic background and current status of major civil rights issues in the United States. Prerequisites: None.

Property Management (PRM)

PRM110 1 Credit
Legal Aspects for Property Management
Overview of property management legalities. Includes lease agreements, vendor contracts, law principles, and eviction notices. Also covers federal regulations and compliance guidelines relative to fair housing, employment law, and resident screening. Prerequisites: None. Corequisites: PRM112, PRM114, and PRM116.

PRM112 1 Credit
Property Management Procedures
Procedures for property managers. Covers effective customer service and communication skills. Includes budgeting, occupancy, and methods for collecting and adjusting rental rates. Also covers property maintenance, reports and records. Prerequisites: None. Corequisites: PRM110, PRM114, and PRM116.

PRM114 1 Credit
Property Risk Management
Overview of property risk management. Includes minimizing risks, property hazards, emergency plans, and Occupational Safety and Health Administration (OSHA) standards. Also covers loss prevention and control, financing the risk, and insurance liabilities. Prerequisites: None. Corequisites: PRM110, PRM112, and PRM116.

PRM116 1 Credit
Property Valuation and Market Analysis
Overview of property valuation and property market analysis, as well as property marketing and advertising. Factors involved in investment decisions and advantages and disadvantages of property investment included. Also covers effects of demographics, property layout, features, and rent on apartment markets. Prerequisites: None. Corequisites: PRM110, PRM112, and PRM114.

PRM120 2 Credits
Apartment Property Leasing
Apartment leasing principles, including responsibilities of a leasing professional. Includes initiating the leasing process, renting an apartment home, and moving in the new resident. Review product and market knowledge to better serve the community and legal aspects for leasing arrangements. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**PRM130**  
1 Credit

**Apartment Appliances**  
Overview of basic apartment home appliance repair and appliance preventative maintenance procedures for the apartment maintenance technician. Includes identification of common appliances and their parts, sequence of operation, routine and preventative maintenance, adjustments and minor parts replacements associated with general make-ready tasks related to major home appliances. Prerequisites: None.

**PRM134**  
1 Credit

**Apartment Plumbing Systems**  
Overview of apartment home plumbing systems. Includes make-ready tasks related to plumbing work for the apartment maintenance technician. Covers plumbing safety and materials as well as repairs and preventive maintenance for inside the apartment home. Prerequisites: None.

**PRM138**  
1 Credit

**Apartment Home Electrical Systems**  
Overview of maintenance and operations of electrical systems for the apartment home. Includes make-ready tasks related to electrical work for apartment maintenance technician. Covers electrical safety, circuits and wiring. Also covers procedures and equipment for electrical repairs. Prerequisites: None.

**PRM142**  
2 Credits

**Apartment Maintenance: Basic HVAC**  
Overview of Heating Ventilation Air Conditioning (HVAC) procedures for the apartment home. Includes make ready tasks for the apartment maintenance technician. Covers identification of parts, sequence of operations, preventive maintenance, and minor adjustments and replacements. Prerequisites: None.

**PRM146**  
0.5 Credit

**Apartment Interior/Exterior Maintenance**  
Overview of practical skills required of the certified apartment maintenance technician for interior and exterior maintenance. Includes "make-ready" procedures as well as repairs of walls, ceilings and tile. Also covers curb appeal considerations. Prerequisites: None.

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**Psychology (PSY)**

**PSY101**  
3 Credits

**Introduction to Psychology**  
To acquaint the student with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal. Prerequisites: None.

**PSY201AC**  
3 Credits

**Selected Issues in Psychology**  
In-depth investigation of topical issues in Psychology. Promotes understanding of the psychological theory, application, and critical reasoning about the selected psychological issues and topics. Potential topics may include, but not limited to, parenting, gender, applied cognitive psychology, personality, perception, applied-experimental interventions, motivation, emotion, cultural psychology, methodology paradigms, history and systems, development, and intelligence. Prerequisites: PSY101 or permission of Instructor. Course Notes: PSY201AC may be repeated with change of topic.

**PSY230**  
3 Credits

**Introduction to Statistics**  
An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: PSY101 with a grade of "C" or better and MAT092 or equivalent, or permission of Instructor.

**PSY240**  
3 Credits

**Developmental Psychology**  
Human development from conception through adulthood. Includes: physical, cognitive, emotional and social capacities that develop at various ages. Recommended for students majoring in nursing, education, pre-med, and psychology. Prerequisites: PSY101 with a grade of "C" or better, or permission of Instructor.

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Course Descriptions

**PSY260** 3 Credits  
**Psychology of Personality**  
Introduction to theories of personality with emphasis upon application of specific theories towards the understanding of individuals. Prerequisites: PSY101 with a grade of “C” or better, or permission of Instructor.

**PSY266** 3 Credits  
**Abnormal Psychology**  
Distinguishes between normal behavior and psychological disorders. Subjects may include stress disorders, problems with anxiety and depression, unusual and abnormal sexual behavior, schizophrenia and addictive behaviors. Causes and treatments of psychological problems and disorders are discussed. Prerequisites: PSY101 with a grade of “C” or better, or permission of Instructor.

**PSY290AB** 4 Credits  
**Research Methods**  
Planning, execution, analysis, and written reporting of psychological research using American Psychological Association guidelines (APA). Surveys the literature, procedures, and instruments in representative areas of psychological research. Prerequisites: ENG101, or ENG107. Prerequisites or Corequisites: PSY230 with a grade of “C” or better, or permission of Instructor.

**PAD107** 3 Credits  
**Public Finance Administration**  
Basic overview of public finance system for state and local government. Includes budgeting processes, revenue and funding sources involving taxes and revenue forecasting. Also covers capital planning, debt management, performance measurement, financial statements, and auditing. Prerequisites: None.

**PAD115** 2 Credits  
**Leadership in a Public Organization**  
Basic leadership training for supervisors in a public organization. Covers supervisory motivation techniques and performance appraisal procedures. Also includes leadership and customer service practices as well as ethical policy information. Prerequisites: None.

**PAD116** 3 Credits  
**Supervisory Training for DOC Employees**  
Overview of first line supervisory skills. Includes communication and team building skills. Emphasis on basic supervisory and leadership skills. Prerequisites: None.

**PAD122** 3 Credits  
**Public Sector Human Resources Management**  
Overview of human resources management in the public sector. Covers planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None.

**PAD170** 3 Credits  
**Public Sector Organizational Behavior**  
Basic principles of public-sector management from an organizational behavior perspective. Levels of organizational behavior: the individual, the group and the organization system emphasized. Prerequisites: None.

**PAD200** 3 Credits  
**Public Affairs Economics**  
Introduction to the use of macroeconomic and microeconomic principles concerning public affairs and social issues. Includes the role of economics in societal development and public policies in addition to the effects of unemployment and inflation. Also covers measurement of, causes for and societal responses to poverty. Prerequisites: PAD100 or permission of Instructor.

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*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

PAD210* 2 Credits
Fundamentals of Real Property Appraisal
Procedures and techniques for estimating market value of vacant and improved properties. Includes appraisal theory, assessment procedures, and appraisal/assessment techniques in addition to land description and land valuation. Also covers definitions and structure of cost and various types of cost estimates as well as procedures for determining depreciation. Prerequisites: Permission of Department or Division.

PAD212* 2 Credits
Valuation Concepts and Cost Appraisal Methods
Functions of the assessor and appraiser. Covers the nature and principles of value, assessment, as well as appraisal processes. Emphasis on property owner rights and limitations including an overview of the Arizona Property Tax System. Also covers use of the Department of Revenue Construction Cost System. Prerequisites: Permission of Department or Division.

PAD214* 2 Credits
Land Valuation Analysis
Analysis of land valuation procedures. Covers maps, land value factors, and ownership as well as systems of land identification. Includes site data units of comparison and market influences in addition to Arizona statutes and precedents related to special land valuation. Prerequisites: Permission of Department or Division.

PAD216* 2 Credits
Basic Ad Valorem Appraisal Concepts
Basic assessment and valuation practices for mixed use properties, partially complete structures, and salvage properties. Also covers the construction cost system, cost components, and market adjustments as well as methods for measuring depreciation. Also includes market value and ratio studies. Prerequisites: Permission of Department or Division.

PAD218* 1 Credit
Personal Property Valuation
Overview of personal property valuation in the state of Arizona. Includes procedures and forms for the valuation process, as well as mobile home classification and affixture requirement. Also covers year/life tables and depreciation calculations. Prerequisites: Permission of Department or Division.

PAD220* 2 Credits
Income Approach to Valuation
Principles for the income approach to valuation. Includes an overview of real estate investment and finance as well as development of net operating income estimates. Also covers contemporary and historical capitalization methods and procedures for developing capitalization rates. Prerequisites: Permission of Department or Division.

PAD222* 2 Credits
Intermediate Ad Valorem Appraisal Concepts
Procedures for Ad Valorem Appraisal. Covers sales ratio studies, appraisal level, and uniformity as well as mixed use assessment ratios. Also includes Centrally Valued Properties, Direct Sales Comparison, and Income Value calculations. Prerequisites: Permission of Department or Division.

PAD224* 2 Credits
Land Valuation Hearing Procedures
Preparation for hearing procedures. Emphasis on presentation techniques, documentation, and organization of Assessor's records as well as property classification and confirmation. Also covers analysis of and response to appellant arguments and completion of the administrative appeal process. Prerequisites: Permission of Department or Division.

Reading (CRE, RDG)

CRE101 3 Credits
College Critical Reading
Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks. Prerequisites: (A grade of "C" or better in ENG101 or ENG107) and (appropriate reading placement test score or grade of "C" or better in RDG091 or RDG095).

RDG030 3 Credits
Reading English as a Second Language III
Designed for students who are learning English as a second language. Includes instruction for more advanced vocabulary and reading comprehension skills. Prerequisites: Appropriate ESL placement test score, or grade of “C” or better in RDG020, or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

RDG040 3 Credits
Reading English as a Second Language IV
Developed for students of English as a second language. Includes development of advanced vocabulary, comprehension skills, and culture awareness. Prerequisites: Appropriate ESL placement test score, or grade of “C” or better in RDG030, or permission of instructor.

RDG091 3 Credits
College Preparatory Reading
Designed to improve basic reading and study skills, vocabulary and comprehension skills. Recommended to all students whose placement test scores indicate a need for reading instruction. Prerequisites: Appropriate reading placement test score, or grade of “C” or better in RDG081.

Recreation (REC)

REC120 3 Credits
Leisure and the Quality of Life
Overview of the historical, psychological, social, and cultural aspects of play, leisure, and recreation and their role in contemporary society. Nature of play and leisure behavior in human development within different cultures and the contribution play, recreation, and leisure make to the quality of life for individuals in today’s society. Prerequisites: None.

REC132* 2 Credits
Landscape Management
Identification of plants commonly used in Arizona landscaping. Includes trees, shrubs, vines, flowers, and ground covers. Techniques for planting, watering, and fertilizing recreational grounds. Pest control planning. Prerequisites: None.

REC150AB 3 Credits
Outdoor Adventure Skills
Camping and outdoor skills including types of camping, equipment selection and use, cooking and fire building, camp programs, backpacking, and safety. Prerequisites: None.

Religious Studies (REL)

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.

REL243 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.

Sign Language (SLG)

SLG101 4 Credits
American Sign Language I

SLG102 4 Credits
American Sign Language II
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: SLG101, with a grade of “C” or better, or permission of department/division.

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Course Descriptions

SLG201 4 Credits
American Sign Language III
Linguistics of American Sign Language (A.S.L.) including non-manual behaviors and signing English idioms with conceptual accuracy. Emphasis on practical application of A.S.L. skills, expanded vocabulary, and cross-cultural communication. Prerequisites: SLG102 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107) and, (CRE101 or CRE111 or exemption by score on the reading placement test (ASSET)).

SLG202 4 Credits
American Sign Language IV
Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings. Prerequisites: SLG201 with C or better, or permission of Department or Division. ENG101, SLG200, and (CRE101, or CRE111, or exemption by score on the reading placement test) suggested but not required.

Small Business Management (SBS)

SBS213 1 Credit
Hiring and Managing Employees
Methods and techniques for managing employees in a small business. Includes supervisor’s role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefits, and developing future staffing needs assessment. Prerequisites: None.

SBS214 1 Credit
Small Business Customer Relations
Developing and improving customer relations for the small business. Planning and delivering quality customer service. Includes topics on attitude of employees, customer perceptions and motivations, handling customer dissatisfaction, and developing customer, supplier, vendor, and distributor loyalty. Prerequisites: None.

SBS220 2 Credits
Internet Marketing for Small Business
Focuses on “e-Commerce”-doing business on the Internet and planning a website. Topics include: how the Internet can help growth and success of business; examples of successful marketing on the Internet; availability of Internet services; necessary hardware and software for marketing on the Internet; determining products/services appropriate for Internet marketing; budget constraints and on-going operations of the Internet site. Prerequisites: None.

SBS230 2 Credits
Financial and Tax Management for Small Business
An overview of accounting and record-keeping for the successful management of a small business. Develops an understanding of the accounting cycle and preparation of financial statements. Includes section on tax consequences and the choice of legal entity choice based on taxation. Prerequisites: None.

Society and Business (SBU)

SBU200 3 Credits
Society and Business
The study and scientific inquiry of issues and demands placed on business enterprise by owners, customers, government, employees and society. Included are social, ethical and public issues and analysis of the social impact of business responses. Prerequisites: None.

Sociology (SOC)

SOC101 3 Credits
Introduction to Sociology
Fundamental concepts of social organization, culture, socialization, social institutions and social change. Prerequisites: None.

SOC140 3 Credits
Racial and Ethnic Minorities
Contemporary/Historical racial and ethnic intergroup relations emphasizing cultural origins, developments, and problems of minority groups in the United States. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

SOC157 3 Credits
Sociology of Marriage and Family
The study of courtship, marriage, and family patterns, their historical development, their adaptation to a changing culture, and their impact on individuals. Prerequisites: None.

SOC212 3 Credits
Gender and Society
A sociological analysis of the way culture shapes and defines the positions and roles of both men and women in society. Major emphasis on social conditions which may lead to a broadening of gender roles and a reduction of gender role stereotypes and the implications of these changes. Prerequisites: None.

Spanish (SPA)

SPA101 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 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: SPA101 or permission of Department or Division.

SPA111* 4 Credits
Fundamentals of Spanish
Accelerated study of elementary Spanish for students with previous Spanish coursework. Includes basic Spanish grammar, pronunciation, vocabulary and the study of the Spanish-speaking cultures. Emphasis on speaking, listening, reading, and writing skills. Prerequisites: SPA101, or SPA115, or two years of high school Spanish.

SPA115 3 Credits
Beginning Spanish Conversation I
Basic pronunciation, vocabulary, sentence structures, and cultural awareness, necessary to develop speaking and listening skills in Spanish. Prerequisites: None.

SPA116 3 Credits
Beginning Spanish Conversation II
Continued study of basic pronunciation, vocabulary, sentence structures, and a cultural awareness necessary to develop speaking and listening skills in Spanish. Prerequisites: SPA115 or permission of Department or Division.

SPA117 3 Credits
Health Care Spanish I
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.

SPA118 3 Credits
Health Care Spanish II
Basic conversational Spanish for health care personnel or students. Emphasis on basic sentence structure, pronunciation, and vocabulary used in health care settings. Prerequisites: SPA117 or (SPA117AA and SPA117AB and SPA117AC), or permission of Department.

SPA119 3 Credits
Spanish for Educational Settings I
Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Emphasis on basic sentence structure, pronunciation and vocabulary used in educational settings. Prerequisites: None.

SPA120 3 Credits
Spanish for Educational Settings II
Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Continuation of SPA119, expanding into secondary and post-secondary educational settings. Emphasis on basic sentence structure, pronunciation and vocabulary. Prerequisites: SPA119 or permission of Department.

SPA201 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: SPA102, or SPA111, or permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPA202</td>
<td>4</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>SPA203*</td>
<td>4</td>
<td>Spanish for Spanish-Speaking Students I</td>
</tr>
<tr>
<td>SPA204*</td>
<td>4</td>
<td>Spanish for Spanish-Speaking Students II</td>
</tr>
<tr>
<td>SPA205</td>
<td>3</td>
<td>Spanish for Medical Interpretation I</td>
</tr>
<tr>
<td>SPA206</td>
<td>3</td>
<td>Spanish for Medical Interpretation II</td>
</tr>
<tr>
<td>SPA225</td>
<td>3</td>
<td>Intermediate Spanish Conversation I</td>
</tr>
<tr>
<td>SPA226</td>
<td>3</td>
<td>Intermediate Spanish Conversation II</td>
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<tr>
<td>SPA235*</td>
<td>3</td>
<td>Advanced Spanish Conversation I</td>
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<tr>
<td>SPA236*</td>
<td>3</td>
<td>Advanced Spanish Conversation II</td>
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<tr>
<td>SPA265*</td>
<td>3</td>
<td>Advanced Spanish I</td>
</tr>
<tr>
<td>SPA266*</td>
<td>3</td>
<td>Advanced Spanish II</td>
</tr>
<tr>
<td>SPA282AA*</td>
<td>1</td>
<td>Volunteerism for Spanish: A Service Learning Experience</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*

- **Intermediate Spanish II**: Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures. Prerequisites: SPA201 or permission of Department or Division.
- **Spanish for Spanish-Speaking Students I**: Designed for Spanish-speaking students. Emphasis on written composition, grammar review, punctuation and spelling, literature and conversation. May be taken in lieu of SPA201. Prerequisites: Permission of instructor or Department Chair.
- **Spanish for Spanish-Speaking Students II**: Designed for Spanish-speaking students. Advanced study of Spanish grammar, composition, literature, and conversation. May be taken in lieu of SPA202. Prerequisites: SPA203, or SPA201, or permission of instructor or Department Chair.
- **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: SPA102 or SPA118 or permission of Department or Division.
- **Spanish for Medical Interpretation II**: Continuation of Spanish interpretation for medical interpreters. Medical vocabulary relating to human anatomy and physiology emphasized. Prerequisites: SPA205 or permission of Department or Division.
- **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: SPA116, or SPA102 or permission of Department or Division.
- **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: SPA225, or SPA201 or the equivalent or permission of Department or Division.
- **Advanced Spanish Conversation I**: Continued development of skills in conversational fluency. Class conducted completely in Spanish. Prerequisites: SPA226 or equivalent or departmental approval.
- **Advanced Spanish Conversation II**: Further development of skills in conversational fluency. Grammar presented only to clarify student errors. Prerequisites: SPA235, or equivalent, or departmental approval.
- **Advanced Spanish I**: Introduction and study of Spanish and Spanish-American literature. Selected readings from most Spanish-speaking countries. All discussions, oral reports, and written assignments are in Spanish. Prerequisites: SPA202 or departmental approval.
- **Advanced Spanish II**: Further study of Spanish and Spanish-American literature. Reading selections from most Spanish-speaking countries. All oral reports, discussions, and written reports in Spanish. Graduated level of difficulty from the literature studied in SPA265. Prerequisites: SPA265 or departmental approval.
- **Volunteerism for Spanish: A Service Learning Experience**: Service-learning field experience within private/public agencies, and citizen volunteer groups. Prerequisites: Permission of Instructor. Course Notes: SPA282AA may be repeated for a total of four (4) SPA282 credit hours. Standard grading available according to procedures outlined in catalog.
### Course Descriptions

**SPA282AC* 3 Credits**  
Volunteerism for Spanish: A Service Learning Experience  
Service-learning field experience within private/public agencies, and citizen volunteer groups. Prerequisites: Permission of Instructor. Course Notes: SPA282AC may be repeated for a total of four (4) SPA282 credit hours. Standard grading available according to procedures outlined in catalog.

**Spanish Humanities (SPH)**

**SPH245 3 Credits**  
Hispanic Heritage in the Southwest  
A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.

**SPH298AC 3 Credits**  
Special Projects  
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

**Studies in Language and Culture (SLC)**

**SLC201 3 Credits**  
Introduction to Linguistics  
Introduction to the study of language. Study of the nature and diversity of world languages, linguistic structures and functions of language, language variation, pragmatics and the learning/acquisition of first and second languages. Prerequisites: None.

**SundtCorp (SUN)**

**SUN104* 1 Credit**  
Site Preparation I  
Trade terms, local zoning and building ordinances, and plot plan layout. Installation of batter boards and establishing building lines. Set up and use of a builder’s level. Prerequisites: (Registered apprentice status and SUN101) or permission of the apprenticeship coordinator.

**SUN207* 1.5 Credits**  
Metal Studs and Drywall  
Installation of metal framing members and gypsum dry wall. Gypsum ceiling products and installation procedures. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**SUN208* 1.5 Credits**  
Construction Plans and Elevations  
Construction drawings, plans and elevations. Lines, symbols, dimensions and abbreviations. Specifications and site and plot plan development. Includes plan and elevation reading exercises. Prerequisites: (Registered apprentice status and SUN105) or permission of the apprenticeship coordinator.

**Sustainability/Natural Sciences (SUS)**

**SUS100 3 Credits**  
Introduction to Sustainability  
Introduction to the basic concepts of sustainability. Includes challenges of land, ocean, and resource management as well as the built environment. Also covers connections between global, local and personal sustainability challenges and responses at each level. Prerequisites: None.

**SUS110 3 Credits**  
Sustainable World  
Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Sustainability/Social Sciences and Humanities (SSH)

SSH111  3 Credits
Sustainable Cities
Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.

Telecommunications Technology (TLT)

TLT141*  1 Credit
Telecommunications Computer Operations
Telecommunications computer operation principles. Covers online training resource utilization, computer log-on procedures, and computer shortcut creation. Also includes specific computer software performance information. Prerequisites: None.

TLT142*  1 Credit
Drop Connections
Technical concepts for drop connections. Includes passive and active devices as well as use of traps and filters. Also covers electronics hook up and troubleshooting procedures. Prerequisites: None.

TLT143*  2 Credits
Digital Video Systems
Customer cable digital video signal reception establishment procedures. Covers system feature information, signal fault identification, and system and end-use equipment troubleshooting procedures. Also includes customer education information. Prerequisites: None.

TLT144*  2 Credits
Drop Planning and Maintenance
Procedures for the planning and installation of Community Antenna Television (CATV) service to a customer address. Emphasis on drop connection location, configuration, and hardware component selection. Covers internal cable routing considerations and grounding, splitting, and directional tap/coupler component information. Also includes basic CATV system operation information and electronic hook-up procedures. Prerequisites: None.

TLT149*  2 Credits
Digital Phone Network Installation
Telephone network installation procedures. Emphasis on multi dwelling unit, multiple broadband applications, and residential telephone networks. Covers component connection. Prerequisites: None.

TLT152*  2 Credits
Telecommunications Product Knowledge
Telecommunications industry product and service information. Emphasis on, video, Internet connection and telephone services. Covers the advantages and disadvantages of telecommunications product types and the various features associated with each service. Prerequisites: None.

TLT154*  2 Credits
Technical Support Representative Foundations
Foundations of services, products and regulations in the communications industry. Includes customer database research techniques as well as troubleshooting and billing procedures. Prerequisites: None.

TLT155*  2 Credits
Technical Support Representative Telephony
Practical application of digital telephony account services. Includes account research and creation of work orders in addition to access and navigation of troubleshooting databases. Also covers procedures for managing billing accounts and services. Prerequisites: None.

TLT156*  2 Credits
Introduction to Broadband Networks
Overview of broadband networks. Includes topography of broadband networks and transmissions systems. Also covers coaxial cable, broadband network equipment, network prints and signal leakage. Prerequisites: None.

TLT157*  3 Credits
Broadband Sweep and Conditioning
Introduction to the basics of broadband network sweep and plant conditioning. Includes overview of noise, distortions, system powering and setup as well as powering problems. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**TLT160**
**Video Technical Training**
Analog and digital video technical training procedures. Includes cabling options and types of digital video equipment as well as products and services. Also covers procedures for completing customer video orders in the Integrated Communications Operations Management System (ICOMS). Troubleshooting procedures, tools and video flows also included. Prerequisites: None.

**TLT161**
**Video Technical Training Lab**

**TLT162**
**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**
**High Speed Internet Technical Training**
Procedures for presenting high speed internet products and services. Includes service tiers as well as network facilities and responsibilities. Also covers navigation of operating systems and troubleshooting common problems and procedures. Prerequisites: None.

**TLT164**
**High Speed Internet Technical Training Lab**
Practical application of high speed internet technical training procedures. Covers procedures for completing customer orders in the Integrated Communications Operations Management System (ICOMS) and various industry databases. Prerequisites: None.

**TLT165**
**Technical Support Representative Telephony Lab**
Digital telephony account services. Includes use of the Integrated Communications Operations Management System (ICOMS) and industry databases to complete account services. Prerequisites: None.

**Theatre (THE)**

**THE111**
**Introduction to Theatre**
A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.

**THE118**
**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.

**THE205**
**Introduction to Cinema**
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

**THE206**
**Introduction to Television Arts**
History and development of electronic media and its impact on popular arts. Prerequisites: None.

**THE210**
**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**
**Quality Customer Service**
Examines the nature of quality customer service and the attitudes, knowledge, and skills needed to work effectively in a quality customer service environment. Foundation skills for quality customer services are taught, applied, and practiced. Prerequisites: None.

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## Course Descriptions

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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>TQM105</td>
<td>2</td>
<td>Writing For Quality Results</td>
<td>Appropriate English placement test score in ENG101, or &quot;C&quot; or better in ENG091, OAS108 and TQM101 or TQM101AA are recommended.</td>
</tr>
<tr>
<td>TQM230</td>
<td>2</td>
<td>Teamwork Dynamics</td>
<td>None</td>
</tr>
<tr>
<td>TQM240</td>
<td>3</td>
<td>Project Management in Quality Organizations</td>
<td>None. TQM201 is recommended.</td>
</tr>
<tr>
<td>UCS101*</td>
<td>3</td>
<td>Introduction to Billing</td>
<td>None.</td>
</tr>
<tr>
<td>UCS105*</td>
<td>2</td>
<td>Introduction to Public Utility</td>
<td>None.</td>
</tr>
<tr>
<td>UCS108*</td>
<td>1</td>
<td>Account Services for Public Utilities</td>
<td>None.</td>
</tr>
<tr>
<td>UCS110*</td>
<td>2</td>
<td>Meter and Trouble Orders</td>
<td>None.</td>
</tr>
<tr>
<td>UCS120*</td>
<td>3</td>
<td>Payments, Credits and Rates</td>
<td>None.</td>
</tr>
<tr>
<td>UCS122*</td>
<td>3</td>
<td>Public Utility Orders I</td>
<td>None.</td>
</tr>
<tr>
<td>UCS124*</td>
<td>3</td>
<td>Public Utility Orders II</td>
<td>None.</td>
</tr>
<tr>
<td>UCS126*</td>
<td>2</td>
<td>Public Utility Service Practices</td>
<td>None.</td>
</tr>
</tbody>
</table>

### Utilities Customer Service (UCS)

<table>
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<tr>
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<tbody>
<tr>
<td>UCS101*</td>
<td>3</td>
<td>Introduction to Billing</td>
<td>None.</td>
</tr>
<tr>
<td>UCS105*</td>
<td>2</td>
<td>Introduction to Public Utility</td>
<td>None.</td>
</tr>
<tr>
<td>UCS108*</td>
<td>1</td>
<td>Account Services for Public Utilities</td>
<td>None.</td>
</tr>
<tr>
<td>UCS110*</td>
<td>2</td>
<td>Meter and Trouble Orders</td>
<td>None.</td>
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<tr>
<td>UCS120*</td>
<td>3</td>
<td>Payments, Credits and Rates</td>
<td>None.</td>
</tr>
<tr>
<td>UCS122*</td>
<td>3</td>
<td>Public Utility Orders I</td>
<td>None.</td>
</tr>
<tr>
<td>UCS124*</td>
<td>3</td>
<td>Public Utility Orders II</td>
<td>None.</td>
</tr>
<tr>
<td>UCS126*</td>
<td>2</td>
<td>Public Utility Service Practices</td>
<td>None.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

UCS128* 3 Credits
Public Utility Processing
Public utility service processes. Includes procedures for processing miscellaneous service orders including turn-on orders. Covers electrical districts, trouble and outages, and nuclear emergency response. Prerequisites: UCS126.

UCS130* 3 Credits
Service Orders I
Fundamentals of processing service orders. Emphasis on customer service, making determinations of services required and placing appropriate orders. Prerequisites: None.

UCS132* 3 Credits
Advanced Public Utility Processing I

UCS134* 3 Credits
Advanced Public Utility Processing II
Practical application in processing public utility customer requests. Includes collection and documentation procedures as well as consumption rate and new business processing. Meter reads and billing adjustments also covered. Prerequisites or Corequisites: UCS132.

UCS135* 2 Credits
Service Orders II
Further examination of the processing of service orders. Emphasis on customer account data, account status, third party billings and placing appropriate orders. Prerequisites: UCS130.

UCS140* 2 Credits
Service Order Procedures
Practical application of service order processing. Includes meter and trouble orders, requests for service, billings and rates, as well as account turn-offs and reconnects. Prerequisites: UCS135.

UCS150* 2 Credits
Metering Technician Safety
Electrical and hand tool usage safety for metering technicians. Emphasis on safety requirements associated with working with electricity and electrical equipment. Covers grounding, faults, electrical subsystems, and hand tool maintenance. Includes basic and electrical operation of specific hand tools, Lockout/Tagout, and safety mandate compliance information. Prerequisites: None.

UCS152* 2 Credits
Mathematics for Metering Technicians
Overview of the algebraic mathematical principles required for successful performance as an Electrical Metering Technician. Emphasis on algebraic calculation, number translation, ratio, proportion, and percentage concepts. Covers basic mathematical operations, number reduction, algebraic operating system order, and scientific calculator usage. Prerequisites: None.

UCS154* 1 Credit
Power System Fundamentals
Principles of power generation, transmission, and distribution for metering technicians. Emphasis on the physics associated with electric power and on the properties of alternating current. Covers generator paralleling, transformers, and power capacity issues. Prerequisites: None.

UCS156* 2 Credits
Watt-hour Metering and Single Phase Systems
Principles of watt-hour metering and single phase system installation and maintenance. Emphasis on the principle components of various metering schemes and procedures for their connection to the service. Covers National Electrical Code requirements, meter socket construction, meter mounts, and service checks. Prerequisites: None.

UCS160* 2 Credits
Metering Technician Lab
Practical experience for metering technicians. Covers safety equipment use, meter types and sockets, wiring and coding. Installation and testing of meters emphasized. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

Video Production Technology (VPT)

VPT102* 3 Credits

Video Technology

Designed for the person who is either just getting into video or who has been given a video responsibility. Covers color video equipment, evaluation, specifications, simple production procedures, lighting, and audio. Provides a basic knowledge of video equipment and applications. Prerequisites: None.

Workforce Re-Entry (WFR)

WFR110* 3 Credits

Re-Entry Skills: Personal Skill Development

Personal skill development necessary for transition from incarceration to community. Includes development of a personal value system and decision-making strategies as well as conflict management. Also covers time and money management, goal setting, and the basics for everyday life. Prerequisites: Permission of Department or Division.

WFR112* 3 Credits

Re-Entry Skills: Family Reunification

Reunification procedures for the incarcerated person's effective transition. Includes building and maintaining self-esteem and effective communication for healthy families or support systems. Also covers family and networking culture, discipline, and expectations for release. Prerequisites: Permission of Department or Division.

WFR114* 1 Credit

Re-Entry Skills: Social Skill Development

Social skill development for the incarcerated person preparing to re-enter society. Includes identifying and establishing boundaries as well as modeling these behaviors. Also covers identification of core emotions and development of positive character traits. Prerequisites: Permission of Department or Division.

WFR116* 1 Credit

Re-Entry Skills: Substance Abuse Education

Substance abuse education for incarcerated persons. Includes warning signs and the "chain of events" to addiction. Also covers decision making skills as well as strategies and resources available for prevention. Prerequisites: Permission of Department or Division.

WFR118* 3 Credit

Re-Entry Skills: Job Readiness

Preparing the incarcerated person for release into the working world. Includes education, skills assessment, and work experience. Also covers job search skills such as resume writing, applications, and interviewing. Prerequisites: Permission of Department or Division.

WFR120* 2 Credits

Re-Entry Skills: Job Retention

Job retention procedures and techniques for incarcerated persons in transition. Includes workplace protocol, job performance, and employer-employee interaction. Also covers stress management and communication skills as well as interpersonal relationships in the workplace. Prerequisites: Permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
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Rio Salado College is establishing new locations and improving existing facilities to better serve and expand its educational offerings to students and the community. For the most current information, visit: www.riosalado.edu/locations.
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<tr>
<td>Rio Salado College</td>
<td>Administrative Headquarters 480-517-8000 or 1-800-729-1197 2323 W. 14th Street</td>
<td>Adult Basic Education, General Education Development (high school diploma equivalency), English Language Acquisition for Adults</td>
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<tr>
<td></td>
<td>Tempe, AZ 85281 (west of 52nd Street between University &amp; Broadway)</td>
<td></td>
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<tr>
<td></td>
<td>• All student-related services</td>
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<td>• Bookstore &amp; Library</td>
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<tr>
<td></td>
<td>• KJZZ/KBAQ Radio Stations 480-834-5627</td>
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<td>• Sun Sounds of Arizona 480-774-8300</td>
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<tr>
<td>RSC Avondale</td>
<td>480-377-4400 420 N. Central Avenue Avondale, AZ 85323</td>
<td>ABE/GED/ELAA classes, Testing Center &amp; Computer Lab</td>
</tr>
<tr>
<td>RSC Downtown</td>
<td>480-377-4050 619 N. 7th Avenue Phoenix, AZ 85007 (south of I-10 on 7th Ave.)</td>
<td>ABE/GED/ELAA classes, Testing Center &amp; Computer Lab</td>
</tr>
<tr>
<td>RSC East Valley</td>
<td>480-377-4150 1455 S. Stapley Drive, Suite 15 Mesa, AZ 85204 (north of Highway 60)</td>
<td>ABE/GED/ELAA classes, Testing Center &amp; Computer Lab</td>
</tr>
<tr>
<td>RSC Incarcerated Re-Entry</td>
<td>480-517-8345 Perryville &amp; Lewis Prisons</td>
<td></td>
</tr>
<tr>
<td>RSC Lifelong Learning Center</td>
<td>480-377-4250 12535 Smokey Drive Surprise, AZ 85378 (south of Bell Road)</td>
<td>ABE/GED/ELAA classes, RISE Learning for Life, Testing Center &amp; Computer Lab</td>
</tr>
<tr>
<td>RSC Northern</td>
<td>480-377-4200 1715 W. Northern Avenue Phoenix, AZ 85021</td>
<td>ABE/GED/ELAA classes, Clinical Dental Assisting, Testing Center &amp; Computer Lab</td>
</tr>
<tr>
<td>RSC Orangewood</td>
<td>602-347-6974 2730 W. Orangewood Ave. Phoenix, AZ 85051</td>
<td>ABE/GED/ELAA classes</td>
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<tr>
<td>RSC Southern</td>
<td>coming late 2012 3320 S. Price Road Tempe, AZ 85282</td>
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New locations will be opened in the future as Rio Salado College looks to expand its educational offerings to serve our students throughout the greater Phoenix area. For the most current list visit www.riosalado.edu/locations.

ABE - Adult Basic Education
GED - General Education Development (high school diploma equivalency)
ELAA - English Language Acquisition for Adults