President’s Message

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

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

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

Sincerely,

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

Rio’s Culture
Learning, Innovating & Partnering

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

Vision
We reinvent the learning experience to change lives.

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

Values
As an institution of higher learning, we value:
» Customer focus
» Diversity
» Inclusiveness
» Innovation
» Professionalism
» Relentless improvement
» Sustainability
» Teamwork
Rio Salado College

Administration

Chris Bustamante, Ed.D.
President

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Emeritus Distinction

Administration

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

Karen Mills, Ed.D.
Vice President Emeritus

Carol Scarafioti, M.A.
Vice President Emeritus

Linda Thor, Ed.D.
President Emeritus

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

Accreditations

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

Dental Hygiene and Clinical Dental Assisting

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

Dual Enrollment

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

State Board Approved

Teacher Education Programs

Arizona Department of Education
1555 W. Jefferson St.
Phoenix, AZ 85007
602-542-5393 /
1-800-352-4558
www.azed.gov/

Faculty Members

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Emeritus Distinction Faculty

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

Rio Salado College Assessment Philosophy

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

1) learning is the primary purpose of assessment;

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

3) that faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work. Therefore, the college expects every individual to participate fully in this effort.
How to Use This Catalog

Rio Salado College Catalog

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

www.riosalado.edu

How to Use This Catalog

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

How to access information in this catalog:

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

There are several ways to access information in this catalog:

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

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

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

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

www.riosalado.edu/catalog
<table>
<thead>
<tr>
<th>Concerns</th>
<th>Phone #</th>
<th>Who to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement</td>
<td>480-517-8580</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>Academic Appeal</td>
<td>480-517-8380</td>
<td>Instructional Helpdesk</td>
</tr>
<tr>
<td>Accident at Site</td>
<td>480-377-4555</td>
<td>Security</td>
</tr>
<tr>
<td>Books</td>
<td>480-517-8710 or 1-800-584-8775</td>
<td>Bookstore</td>
</tr>
<tr>
<td>Career Services</td>
<td>480-517-8481</td>
<td>Career/Counseling Services</td>
</tr>
<tr>
<td>Catalog</td>
<td>480-517-8580</td>
<td>Admissions/Records and Registration</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>College Bridge Pathways</td>
<td>480-517-8110</td>
<td>ABE/HSE/ESOL</td>
</tr>
<tr>
<td>Complaints &amp; Grievances (staff)</td>
<td>480-517-8749</td>
<td>Associate Dean, Student Affairs</td>
</tr>
<tr>
<td>Complaints &amp; Grievances (Grades/class/instructors)</td>
<td>480-517-8380</td>
<td>Instructional Helpdesk or Department Chair or Vice President, Academic Affairs</td>
</tr>
<tr>
<td>Computer Assistance</td>
<td>480-517-8600</td>
<td>Technology Helpdesk</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>480-517-8450</td>
<td>Computer Lab Helpdesk</td>
</tr>
<tr>
<td>Concurrent Credit</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Course Supplemental Materials</td>
<td>480-517-8243</td>
<td>Course Support</td>
</tr>
<tr>
<td>Course Substitutions</td>
<td>480-517-8580</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>Credit by Exam</td>
<td>480-517-8560</td>
<td>Testing and Assessment Center</td>
</tr>
<tr>
<td>Counseling</td>
<td>480-517-8785</td>
<td>Counseling Services</td>
</tr>
<tr>
<td>Degree Planning</td>
<td>480-517-8580</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>Disability Resources and Services</td>
<td>480-517-8562</td>
<td>Disability Services and Resources</td>
</tr>
<tr>
<td>Drop/Add Classes</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>480-517-8105</td>
<td>Academic Programs</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>480-517-8310</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>Grade Change</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Graduation</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Incomplete Grade</td>
<td>480-517-8380</td>
<td>Instructional Helpdesk</td>
</tr>
<tr>
<td>Insurance: Student Health</td>
<td>480-517-8175</td>
<td>Human Resources Office</td>
</tr>
<tr>
<td>International Education</td>
<td>480-517-8416</td>
<td>International Education Office</td>
</tr>
<tr>
<td>Job Hunting Skills</td>
<td>480-517-8481</td>
<td>Career/Counseling Services</td>
</tr>
<tr>
<td>Library</td>
<td>480-517-8424</td>
<td>Library</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>480-377-4555</td>
<td>Security</td>
</tr>
<tr>
<td>Name Change</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Parking Tickets</td>
<td>480-377-4555</td>
<td>Security</td>
</tr>
<tr>
<td>Prior Learning Assessment</td>
<td>480-517-8580</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>Personal Problems</td>
<td>480-517-8785</td>
<td>Career/Counseling Services</td>
</tr>
<tr>
<td>Records</td>
<td>480-517-8480</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Registration</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Scholarships</td>
<td>480-517-8310</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>480-517-8749</td>
<td>Associate Dean, Student Affairs</td>
</tr>
<tr>
<td>Technology Helpdesk</td>
<td>480-517-8600</td>
<td>Technology Helpdesk</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>480-517-8785</td>
<td>Career/Counseling Services</td>
</tr>
<tr>
<td>Testing Information</td>
<td>480-517-8560</td>
<td>Testing and Assessment Center</td>
</tr>
<tr>
<td>Transcript Evaluation</td>
<td>480-517-8580</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>Transcript Request</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Transferring Courses</td>
<td>480-517-8580</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>480-517-8334</td>
<td>Cashier's Office</td>
</tr>
<tr>
<td>Tutoring</td>
<td>480-517-8247</td>
<td>Tutoring</td>
</tr>
<tr>
<td>Veterans Benefits</td>
<td>480-517-8153</td>
<td>Veterans Affairs Office</td>
</tr>
<tr>
<td>Withdrawing from College</td>
<td>480-517-8540</td>
<td>Records and Registration</td>
</tr>
<tr>
<td>Teacher Education: Undergraduate Bachelor's Degree Pathways</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Elementary Education Grades 1-8</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Secondary Education-Business Grades 6-12</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>Secondary Education-English Grades 6-12</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>Secondary Education-History Grades 6-12</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>Secondary Education-Mathematics Grades 6-12</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Secondary Education-Science Grades 6-12</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>Special Education K-12 Cross-Categorical</td>
<td>161</td>
<td></td>
</tr>
<tr>
<td>Teacher Education: Post-Baccalaureate Programs</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education Birth-Grade 3</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Elementary Education Grades 1-8</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>Secondary Education Grades 6-12</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>Special Education K-12 Cross-Categorical</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Arts Education PreK-12</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>Dance Arts Education PreK-12</td>
<td>169</td>
<td></td>
</tr>
<tr>
<td>Dramatic Arts Education PreK-12</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Music Education PreK-12</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td>Teacher Education: Teacher-in-Residence Programs</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Elementary Education Grades 1-8</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Secondary Education Grades 6-12</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Special Education K-12 Cross-Categorical</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td>Arts Education K-12: Fine Arts</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Arts Education K-12: Dance Education</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>Arts Education K-12: Dramatic Arts Education</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>Arts Education K-12: Music Education</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>Teacher Education: Teacher Endorsement Programs</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>Arts Endorsement K-12</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>Dance Endorsement K-12</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>Dramatic Arts Endorsement K-12</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>Music Endorsement K-12</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>Computer Science and eLearning Design Endorsement</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>Early Childhood, Birth through Age 8 or through Grade 3 Endorsement</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>English as a Second Language (ESL) Endorsement</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Middle School Endorsement Grades 5-9</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>Physical Education Endorsement K-12</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>Structured English Immersion (SEI) Endorsement K-12</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>Mathematics Endorsement K-8</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>Reading Grades Endorsement K-8</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Reading Grades Endorsement 6-12</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Reading Grades Endorsement K-12</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Educational Partnerships &amp; Customized Training</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>Airline Operations</td>
<td>184</td>
<td></td>
</tr>
<tr>
<td>Broadband Telecommunications</td>
<td>188</td>
<td></td>
</tr>
<tr>
<td>Corrections</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Dental Assisting (Clinical)</td>
<td>194</td>
<td></td>
</tr>
<tr>
<td>Detention Services</td>
<td>197</td>
<td></td>
</tr>
<tr>
<td>Hardware and Networking Basics</td>
<td>199</td>
<td></td>
</tr>
<tr>
<td>Information Technology Entrepreneurship</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement Technology</td>
<td>201</td>
<td></td>
</tr>
<tr>
<td>Public Administration: Legal Services</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>Quality Customer Service</td>
<td>205</td>
<td></td>
</tr>
<tr>
<td>Workforce Development and Community Re-Entry</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>Districtwide Programs</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S</td>
<td>224</td>
<td></td>
</tr>
<tr>
<td>Associate in Arts (AA) Degree</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Associate in Arts in Elementary Education (AAEE) Degree</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Associate in Arts, Fine Arts (AAFA) - Art Degree</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td>Associate in Arts, Fine Arts (AAFA) - Dance Degree</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Associate in Arts, Fine Arts (AAFA) - Theatre Degree</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>Associate in Science (AS) Degree</td>
<td>249</td>
<td></td>
</tr>
<tr>
<td>Associate in Business (ABus) Degree, General Requirements</td>
<td>253</td>
<td></td>
</tr>
<tr>
<td>Associate in Business (ABus) Degree, Special Requirements</td>
<td>257</td>
<td></td>
</tr>
<tr>
<td>Associate in General Studies (AGS) Degree</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>Associate in Applied Science (AAS) Degree</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>266</td>
<td></td>
</tr>
<tr>
<td>Academic Certificate</td>
<td>266</td>
<td></td>
</tr>
</tbody>
</table>
Certificate & Degree Programs

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

Associate in Arts in Elementary Education (AAEE) Degree

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

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

Associate in General Studies (AGS) Degree

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

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

Recognition of Academic Achievement

Teacher Education: Undergraduate Bachelor’s Degree Pathways
- Elementary Education Grades 1-8
- Secondary Education - Business Grades 6-12
- Secondary Education - English Grades 6-12
- Secondary Education - History Grades 6-12
- Secondary Education - Mathematics Grades 6-12
- Secondary Education - Science Grades 6-12
- Special Education K-12 Cross-Categorical

Teacher Education: Post-Baccalaureate Programs
- Early Childhood Education Birth-Grade 3
- Elementary Education Grades 1-8
- Secondary Education Grades 6-12
- Special Education K-12 Cross-Categorical
- Arts Education PreK-12
- Dance Arts Education PreK-12
- Dramatic Arts Education PreK-12
- Music Education PreK-12
Certificate & Degree Programs

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

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

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

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

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

**Certificates of Completion**
- Advanced Corrections
- Airline Operations: Ground Operations
- Airline Operations: Initial Flight Attendant
- Airline Operations: Passenger Services
- Airline Operations: Reservations
- Airline Operations: Reservations and Ticketing Services
- Automobile Insurance Claims: Customer Service
- Automobile Insurance: Customer Service
- Automobile Policy: Customer Service
- Bank Account Management: Customer Service
- Basic Corrections
- Broadband Telecommunications: Account Services
- Broadband Telecommunications: Field Operations
- Broadband Telecommunications: Technical Support Services
- Community Dental Health Coordination
- Credit Counseling: Customer Service
- Dental Assisting (Clinical)
- Dental Assisting Technology
- Detention Services
- Hardware and Networking Basics
- Human Services - Assistance: Public Assistance Eligibility
- Human Services - Specialist: Customer Service
- Human Services - Unemployment Insurance: Customer Service
- Information Technology Entrepreneurship
- Law Enforcement Technology
- Law Enforcement Technology Academy
- Motor Vehicle: Customer Service
- Public Administration: Legal Services
- Public Safety Technology
- Quality Customer Service
- Retail Pharmacy: Customer Service
- Utilities: Customer Service
- Water Services: Customer Service
- Workforce Development and Community Re-Entry
- Automobile Insurance Claims: Customer Service
- Workforce Development: Automotive Technology Level I
- Workforce Development: Automotive Technology Level II
- Workforce Development: Carpentry Level I
- Workforce Development: Carpentry Level II
- Workforce Development: Electrical Level I
- Workforce Development: Electrical Level II
- Workforce Development: Furniture Construction/Refinishing Level I
- Workforce Development: Furniture Construction/Refinishing Level II
- Workforce Development: Graphic Arts Level I
- Workforce Development: Graphic Arts Level II
- Workforce Development: Horticulture
- Workforce Development: Landscape Technology
Rio Salado College forges Educational Empowerment Zones with local cities, schools, and civic and social organizations to offer educational opportunities that are uniquely tailored to the communities they serve.

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

**Empowerment Zone Locations**

**Avondale**
- Rio Salado College Avondale

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

**Queen Creek**
- Communiversity at Queen Creek

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

**Tempe**
- RSC Administrative Headquarters
- Rio Salado College Southern

To learn more about the specific programs and services offered at each Empowerment Zone visit riosalado.edu/locations
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
- Getting Started at Rio Salado College
- Common College Terms
- Study Skills
- Academic Calendar
- Term Start Dates
- You Have the Whole College Supporting You!
- Academic Advisement
- Bookstore
- Career/Counseling Services
- Cashier’s Services
- Disability Resources and Services
- Financial Aid
- Graduation
- Instructional Computing
- International Education
- Library Services
- Military Central
- Registration
- Social Security Number
- Student Address or Telephone Number Change
- Student Insurance
- Semester Blocks at Rio Salado College
- Student Academic Achievement Recognition
- Testing Center
- Transcripts
- Tutoring
- Veterans Affairs
- Community Services
Welcome to Rio Salado College

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

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

Rio Snapshot

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

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

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

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

www.riosalado.edu / 1-800-729-1197
Getting Started at Rio Salado College

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

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

Rio Salado Student Orientation Course

Online Student Orientation (NSO101)

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

Overview

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

RioLearn

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

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

Use the checklist at startatrio.com! Then take NSO101 - our free, non-credit online orientation class.

Check out the three important online systems you will be using at Rio Salado College:

www.riosalado.edu/riosystems
**Getting Started at Rio Salado College**

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

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

**Self-Serve**
A 24/7 online self-service hub, [www.riosalado.edu/selfserve](http://www.riosalado.edu/selfserve), giving you access to:
- Registration
- Transcripts
- Grades
- Financial Aid
- Payment options
- Personal information
- Class add, drop or withdraw

**Gmail**
Rio Salado students receive official college and Maricopa Community College District information through e-mail powered by Google. Visit: [www.riosalado.edu/gmail](http://www.riosalado.edu/gmail)
### Steps for Program Seekers

<table>
<thead>
<tr>
<th>Get Started</th>
<th>Planning your college experience is your first step to success.</th>
<th><a href="http://www.startatrio.com">www.startatrio.com</a></th>
</tr>
</thead>
</table>
| □ Choose your Program | □ Degree or Certificate  
academic year: 20__  
academic plan code: ____________  
program name: __________________|        |
|                   | □ University Transfer | □ Pre-financial Planning | □ Financial Aid  
□ Cash/Check  
□ Debit/Credit  
□ Payment Plan  
□ Third Party Billing | □ Complete Registration Requirements | □ Verify Identity  
□ Verify Prior Education  
□ PROP300 and HB2008 | □ Access your Student Center at my.maricopa.edu  
□ Access Maricopa Student Email (24 hrs. after admission) |
| □ Create your Account at | Your MEID: _________________  
your email address: yourMEID@maricopa.edu | □ Placement Testing | □ English  
□ Math  
□ Reading |
| my.maricopa.edu | □ Latin  
□ English  
□ Math  
□ Reading | □ Build your Academic Plan with an Advisor | □ Semester Block #: _____  
start date: ______  
end date: ______ | □ Prerequisite Verification Request  
□ Transcript Evaluation Request |
| □ Register for Classes | □ Course  
□ section #  
□ date  
□ credits | □ Pay Tuition and Fees | □ tuition due date: _________________  
last day for full refund (see student center) __________ | □ Buy Textbooks and Course Materials | □ You must pay your tuition and fees 10 days prior to the start of your class or you will be dropped. If you register within 10 days of your class start date, your tuition and fees are due the same day you register.  
□ Textbooks may be returned for a full refund within 14 days of purchase date - original receipt required. |
| □ Pay Tuition and Fees | □ total tuition and fees: _________________ | □ Start your Classes in RioLearn | □ read the syllabus for each course  
□ read the riolearn tools & tips at www.riosalado.edu/tips  
□ access your riolearn message center  
□ complete NSO101 (new student orientation) | □ Start at Rio! | □ throughout your term, be sure to:  
□ use my.maricopa.edu to access your student center  
□ use riolearn to access your classes  
□ use riocompass to monitor your academic progress. |

*This document should be used as a planning tool only.*

Please visit www.startatrio.com for more information or contact the Outreach Center at 480-384-9834.
## Get Started
Planning your college experience is your first step to success.

<table>
<thead>
<tr>
<th>Select your Educational Goal</th>
<th>I am transferring credits earned at Rio Salado College to my home or parent college/university.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am transferring credits earned at Rio Salado College to another community college.</td>
</tr>
<tr>
<td></td>
<td>I am taking classes at Rio Salado College for personal and/or professional growth.</td>
</tr>
<tr>
<td></td>
<td>My goal is not listed.</td>
</tr>
<tr>
<td></td>
<td>I do not know or I am undeclared.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create your Account at my.maricopa.edu</th>
<th>Your MEID: ___________________________ Your email address: <a href="mailto:yourMEID@maricopa.edu">yourMEID@maricopa.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do not write down or share your password. Maricopa employees will never ask for your password!</td>
</tr>
</tbody>
</table>

### Pre-financial Planning

<table>
<thead>
<tr>
<th>□ Cash/Check</th>
<th>□ Debit/Credit</th>
<th>□ Payment Plan</th>
<th>□ Third Party Billing</th>
</tr>
</thead>
</table>

### Complete Registration Requirements

| □ Verify Identity | □ Explore classes at www.riosalado.edu/schedule |
| □ Verify Prior Education | □ Access your Student Center at my.maricopa.edu |
| □ PROP300 and HB2008 | □ Access Maricopa Student Email (24 hrs. after admission) |

*Not all documentation is required for every student.*

### Prerequisite Verification

| □ If you have taken prerequisite classes outside of the Maricopa Colleges, please submit the Prerequisite Verification Form along with your transcripts. |
| □ If this is your first English, Math, or Reading college class, you will need to take the placement test first. |

### Register for Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Section #</th>
<th>Date</th>
<th>Credits</th>
</tr>
</thead>
</table>

Plan on approximately three hours of study time for every credit hour. For a 3-credit class, that means about nine hours of studying per week.

### Pay Tuition and Fees

| Tuition Due Date: ___________________ Last Day for Full Refund (see Student Center) _________ |
| Total Tuition and Fees: _______________ |

*You must pay your tuition and fees 10 days prior to the start of your class or you will be dropped. If you register within 10 days of your class start date, your tuition and fees are due the same day you register.*

*Textbooks may be returned for a full refund within 14 days of purchase date - original receipt required.*

### Buy Textbooks and Course Materials

- Read the syllabus for each course
- Read the RioLearn Tools & Tips at www.riosalado.edu/tips
- Access Your RioLearn Message Center

*Your RioLearn username is your MEID.*

*Note that your RioLearn and my.maricopa.edu passwords are not the same.*

*Complete the first assignment in each class by the due date to avoid being dropped for non-participation.*

### Start your Classes in RioLearn

- Use my.maricopa.edu to access your Student Center.
- Use RioLearn to access your classes.
- Use RioCompass to monitor your academic progress.

---

This document should be used as a planning tool only.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Textbook Savings Program
Save up to 50% off the regular cost with our customized textbook editions. Visit: www.riosalado.edu/textbook
Common College Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Residential Faculty:** Full-time certified instructors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Withdrawal**: The process which allows a student to remove themselves from a course(s) after the official drop date. Procedures for withdrawal must be followed. The student’s transcript will reflect the withdrawal.
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/Academic-Success-Tools

2. Visit the Academic Success Tools

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

3. Check Your Course Calendar

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

4. Ask Questions

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

5. Join RioLounge

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

www.riosalado.edu/riolounge

6. Stay on Track

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

7. Complete Learning Activities

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

8. Draft Assignments

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

9. Utilize Feedback

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

How to Prepare for Exams

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

1. Organize

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

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

2. Review

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

3. Practice

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

 academic Calendar
 2015 - 2016

Rio Salado College will be closed on the following holidays:

Memorial Day
Monday, May 25

Independence Day
Thursday-Friday, July 2-3

Labor Day
Monday, September 7

Veterans’ Day
Wednesday, November 11

Thanksgiving Holiday
Observance
Thursday-Sunday, November 26-29

Winter Break
Friday-Friday, December 25-January 1

Martin Luther King, Jr. Day
Monday, January 18

Presidents’ Day
Monday, February 15

Spring Break
Thursday-Friday, March 17-18

Memorial Day
Monday, May 30

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

Term Start Dates:

Summer:

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

Spring:

Balancing Work, Family, and School

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

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

3. Enlist your family’s support.

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

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

Academic Advisement

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

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

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

Once you meet with an academic advisor to set up a checksheet and a semester by semester plan, log onto RioCompass at: www.riosalado.edu/riocompass.

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

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

What can you expect from your advisor?

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

Academic Advisement can help if you:

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

You Have the Whole College Supporting You!

As a student, your goal is a college education. At Rio Salado College, our goal is your success. That is why we pride ourselves on providing a positive and rewarding educational experience for each student. This section of Student Information and Support Services highlights the many resources and services we offer to help you become a successful Rio Salado student. Services include academic advisement, career counseling, instructional and technical support, tutoring, bookstore, and library resources. In this section you can also learn about registration, testing, financial aid, transcript requests, and more! From registration to graduation, you’re never alone at Rio Salado.
2 Ways to Purchase Your Textbooks:
When purchasing textbooks, provide the course and section number. All major credit cards are accepted.

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

Bookstore Hours (subject to change):

- Monday - Thursday: 9 a.m. - 7 p.m.
- Friday: 9 a.m. - 5 p.m.
- Saturday: Closed

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

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

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

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

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

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

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

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](http://www.riosalado.edu/career)

Career and College Success Classes

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

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

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

Locations for In-Person Counseling

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

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

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

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

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

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

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

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

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

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

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

RSC Thomas
3631 W. Thomas Rd.
Phoenix, AZ 85019
**480-377-4300**
Cashier’s Services

Office hours for the Cashier’s Services:
Monday - Thursday: 8:00 a.m. - 7:00 p.m.
Friday: 9:00 a.m. - 5:00 p.m.
Saturday: Closed
The office may be closed on occasional Friday afternoons. Please check our website for current hours of operation at: www.riosalado.edu/cashier or call 480-517-8334.

Cashier’s Services is located at Rio Tempe. Contact the Cashier’s Services for:
- Tuition payments
- Fee payments
- Out-of-County affidavits
- Class schedules and invoices
- Employee tuition waivers
- Tuition refunds
- Third Party billing

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

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

Tuition Payment Plan:

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

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 and Fees (Per Credit Hour):

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Maricopa County Resident - In County Rate</td>
<td>Per credit hour</td>
<td>$84.00</td>
</tr>
<tr>
<td>B. In County Resident - Audit Rate</td>
<td>Per credit hour</td>
<td>$109.00</td>
</tr>
<tr>
<td>C. Out-of-County Resident*</td>
<td>Per credit hour</td>
<td>$366.00</td>
</tr>
<tr>
<td>D. Non-Resident Living in Arizona**</td>
<td>Per credit hour</td>
<td>$325.00</td>
</tr>
<tr>
<td>E. Non-Resident Study Abroad Program</td>
<td>Per credit hour</td>
<td>$204.00</td>
</tr>
<tr>
<td>F. Non-Resident Distance Learning**/+</td>
<td>Per credit hour</td>
<td>$215.00</td>
</tr>
<tr>
<td>G. Western Undergraduate Exchange (WUE)</td>
<td>Per credit hour</td>
<td>$126.00</td>
</tr>
</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 resident students who are taking distance learning courses or students who are taking classroom-based credit courses through a contract agreement between MCCCD and the company they work for. This rate does not apply to Study Abroad Programs as there is a separately calculated rate for those students.

---

### Disability Resources and Services

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

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

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

---

Please Note: For more information on Tuition and Fees, see pages 314-317.
Scholarships
Rio Salado students may apply for scholarship funds to assist with education costs. Scholarship awards are based on financial need and merit. Please visit www.riosalado.edu/scholarship to review and apply for scholarships.

Office hours for Financial Aid:
Monday - Thursday: 8:00 a.m. - 7:00 p.m.
Friday: 9:00 a.m. - 5:00 p.m.
Saturday: Limited dates, refer to the college website: www.riosalado.edu/financial_aid

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

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

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

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

Internet and Print-Based Courses

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

Computer Labs

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

Computing Resources

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

International Education

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

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

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

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

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

Graduation

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

We’re here to help you:

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

How to find us:

www.riosalado.edu/library
Rio Salado College@Tempe, 5th Floor, 2323 W. 14th St., Tempe, AZ, 85281
480-517-8424
1-866-670-8420 (outside Maricopa County)

The Library provides:

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

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

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

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

Servicemembers Opportunity Colleges (SOC) Degree Network System

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

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

Rio Salado College - Luke AFB

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

Why do military students trust Rio Salado College?

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

Make your new mission a college education.

www.riosalado.edu/military

East Valley Veterans Education Center: **480-384-9850**
Rio Salado College - Luke AFB: **480-377-4010** or **623-856-3239**
Río Tempe: **480-517-8590** or toll-free **1-800-517-8590**
Registration Checklist
When you contact Rio, have the following information ready:
1. Student Identification Number. (Note: See page 41 for more information regarding Social Security Numbers.)
2. Course prefix, number, title, and course start date.
3. Credit card number (MasterCard, Visa, American Express, Discover/Novus) and expiration date. Payment can also be made by check, money order or eCashier.
4. Placement test scores for English, reading, or math or proof of prerequisite.
5. A transcript must be submitted for prerequisite courses taken outside MCCCD.

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

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

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

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

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

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

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

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

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

Student Insurance
All students taking credit or non-credit courses are covered by a college accident insurance policy, with certain benefit limitations. The premium is included in the activity fee that is paid at registration. The college policy covers students directly on their way to and from classes, while in class, or while attending official college functions. For more information, contact Rio Salado’s Student Enrollment Services office at 480-517-8152 or visit: www.maricopa.edu/legal/rmi/stuinsplans.htm

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

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

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

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

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

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

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

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

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

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

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

President’s Honor Roll

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

Phi Theta Kappa

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

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

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

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

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

## Testing Center Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSC Tempe</td>
<td>2323 W. 14th St., Tempe, AZ 85281</td>
<td>480-517-8560</td>
</tr>
<tr>
<td>RSC Southern</td>
<td>3320 S. Price Rd., Tempe, AZ 85282</td>
<td>480-377-4160</td>
</tr>
<tr>
<td>RSC Northern</td>
<td>1715 W. Northern Ave., Phoenix, AZ 85021</td>
<td>480-377-4204</td>
</tr>
<tr>
<td>RSC Avondale</td>
<td>420 N. Central Ave., Avondale, AZ 85323</td>
<td>480-377-4402</td>
</tr>
<tr>
<td>RSC Thomas</td>
<td>3631 W. Thomas Rd., Phoenix, AZ 85019</td>
<td>480-377-4316</td>
</tr>
<tr>
<td>Communiversity at Surprise</td>
<td>15950 N. Civic Center Plaza, Surprise, AZ 85374</td>
<td>480-384-9050</td>
</tr>
<tr>
<td>Communiversity at Queen Creek</td>
<td>21740 S. Ellsworth Rd., Queen Creek, AZ 85142</td>
<td>480-384-9317</td>
</tr>
<tr>
<td>RSC Downtown</td>
<td>619 N. 7th Ave., Phoenix, AZ 85007</td>
<td>480-377-4080</td>
</tr>
</tbody>
</table>

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](http://www.riosalado.edu/testing)

---

## Transcripts

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

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

You can view your transcript or order an official transcript online at: [www.riosalado.edu/transcripts](http://www.riosalado.edu/transcripts)

---

## Tutoring

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

- In-person
- Online (Smarthinking)

For more information, please visit: [www.riosalado.edu/tutoring](http://www.riosalado.edu/tutoring)
Veterans Affairs

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

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

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

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

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

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

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

Office hours for the Veterans Affairs:
Monday through Friday:
9:00 a.m. to 5:00 p.m.
For more information, please call 480-517-8153 or visit: www.riosalado.edu/veterans
**Community Services**

**College Bridge Pathways**

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

- **Adult Basic Education (ABE)**
  In-person classes for students who did not complete high school and for high school graduates who need to review basic reading, writing, and math skills.

- **Adult Secondary Education (ASE)**
  In-person and online classes designed to help students prepare for the GED test to obtain their high school equivalency diploma.

- **English Language Acquisition for Adults (ELAA)**
  In-person classes for non-native English speakers to improve their English.

- **Adults Achieving a College Education (AACE)**
  A combination of High School Equivalency (HSE) and college classes provided in-person, online, or hybrid.

For more information, contact us at **480-377-4050** or **480-517-8110** or visit: [www.riosalado.edu/abe](http://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 College Bridge Pathways. Based on the Maricopa ACE cohort model, AACE offers students the opportunity to simultaneously attend in-person, hybrid, or online college classes while completing their High School Equivalency (HSE) classes. In many cases, college classes are offered at the same location as the HSE classes. Students attend these classes two evenings or one evening and a Saturday morning each week.

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

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

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

**Rio Salado Lifelong Learning Center**

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

RISE, a locally-based program serving the Northwest Valley, offers individuals a unique opportunity to design, administer, and enjoy intellectually stimulating classes. Members of RISE also learn outside of class through free lecture series, travel programs, social events, and informal sessions with a network of compatible friends. The program offers college-level learning experiences but requires no tests, homework, or credit classes. It’s a wonderful way to expand your horizons and meet new, interesting people. For more information, call **480-377-4250**.
Through its Division of Public Service, Rio Salado College reaches out to communities state-wide to entertain, inform, assist and educate Arizona’s citizens.

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

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

SPOT 127
KJZZ’s SPOT 127 is a facility and an innovative program designed to empower high school students to develop skills in digital media, radio and journalism. Through the collaboration of Rio Salado College, KJZZ 91.5 FM and Friends of Public Radio Arizona, SPOT 127 offers diverse programs for high school age students that are designed to foster skill development, internships and job opportunities. Visit spot127.org or call 480-377-4490.

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

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

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

For more information visit riosalado.edu/cbp.

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

www.riosalado.edu/programs
CERTIFICATES & DEGREES
Accounting  
Certificate of Completion in: Accounting  
Associate in Applied Science in: Accounting

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

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

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

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

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

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

Dental Hygiene  
Associate in Applied Science in: Dental Hygiene

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

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

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

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

Energy Systems Technology  
Certificate of Completion in:  
Energy Systems Technology

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

Family Engagement Specialist  
Certificate of Completion in:  
Family Engagement Specialist

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

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

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

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

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

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

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

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

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

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

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

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

## CCL in Accounting

### Suggested Course Sequence

#### Semester 1: 12 credits
- ACC105 3
- ACC111 or ACC211 3
- CIS105 3
- GBS151 3

#### Semester 2: 8 credits
- ACC112* or ACC230* 3
- ACC115* 2
- CIS114DE 3

#### Semester 3: 6 credits
- ACC212* or ACC240* 3
- GBS205 3

*Indicates course has a Prerequisite and/or Corequisite.

### Certificate of Completion in Accounting

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

### CIPS Code: 52.0301

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

#### Required Courses: 23-26

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>Accounting Principles I (3) AND</td>
<td></td>
</tr>
<tr>
<td>ACC230*</td>
<td>Uses of Accounting Information I (3) AND</td>
<td></td>
</tr>
<tr>
<td>ACC240*</td>
<td>Uses of Accounting Information II (3) OR</td>
<td></td>
</tr>
<tr>
<td>ACC111</td>
<td>Accounting Principles I (3) AND</td>
<td></td>
</tr>
<tr>
<td>ACC112*</td>
<td>Accounting Principles II (3) AND</td>
<td></td>
</tr>
<tr>
<td>ACC212*</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC2201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC2202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC105</td>
<td>Payroll, Sales and Property Taxes</td>
<td></td>
</tr>
<tr>
<td>ACC115*</td>
<td>Computerized Accounting</td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>CIS114DE</td>
<td>Excel Spreadsheet</td>
<td></td>
</tr>
<tr>
<td>GBS151</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>GBS205</td>
<td>Legal, Ethical, and Regulatory Issues</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates course has a Prerequisite and/or Corequisite.

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.
Accounting

Associate in Applied Science in Accounting

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

CIPS Code: 52.0301

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

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

Required Courses: 29-32
ACC111 Accounting Principles I (3) AND
ACC230* Uses of Accounting Information I (3) AND
ACC240* Uses of Accounting Information II (3) OR
ACC111 Accounting Principles I (3) AND
ACC112* Accounting Principles II (3) AND
ACC212* Managerial Accounting OR ACC2202 (3)
ACC211 Financial Accounting OR ACC2201 (3) AND
ACC212* Managerial Accounting OR ACC2202 (3) 6-9
ACC105 Payroll, Sales and Property Taxes 3
ACC115* Computerized Accounting 2
ACC121 Income Tax Preparation (3) OR
ACC221* Tax Accounting (3) 3
CIS105 Survey of Computer Information Systems OR CIS1120 3
CIS114DE Excel Spreadsheet 3
GBS151 Introduction to Business 3
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
GBS233* Business Communication 3

AAS in Accounting Suggested Course Sequence

Semester 1: 12 credits
CIS105 3
ECN211 or ENC212 or SBU200 3
ENG101* or ENG107* 3
Any Humanities course 3

Semester 2: 9-14 credits
ACC111 or ACC211 3
CRE101* or Equivalent 0-3
ENG102* or ENG108* 3
MAT120/121/122* 3-5

Semester 3: 12 credits
ACC112* or ACC230* 3
ACC115* 2
Any Natural Sciences course 3
Any Oral Communications course 3

Semester 4: 12 credits
ACC105 3
ACC121 or ACC221* 3
ACC212* or ACC240* 3
CIS114DE 3

Semester 5: 12 credits
GBS151 3
GBS205 3
GBS233* 3
Select 3 credits from the list of Restricted Electives 3

Semester 6: 6 credits
Select 6 credits from the list of Restricted Electives 6

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in: Accounting (23-26 credits)
Associate in Applied Science in: Accounting (60-65 credits)

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

Minimum GPA 2.00

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

General Education Requirements: 22-24
General Education Core: 12-14

First-Year Composition 6
ENG101* First-Year Composition
ENG107* First-Year Composition for ESL (3)
AND
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
Met by CRE101 College Critical Reading OR Equivalent as indicated by assessment in the Program Prerequisites area.

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

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

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

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

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

Certificate of Completion in Addictions and Substance Use Disorders Level I

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

CIPS Code: 51.1501

Program Notes:
Licensing and certification requirements vary by state.

Required Courses: 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS205*</td>
<td>Therapeutic Intervention Models</td>
<td>3</td>
</tr>
<tr>
<td>ASD100</td>
<td>Foundations of Addictions and Substance Use Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ASD102</td>
<td>Communication Skills in Treating Addiction</td>
<td>3</td>
</tr>
<tr>
<td>ASD110</td>
<td>Pharmacology of Substances of Abuse and Dependency</td>
<td>3</td>
</tr>
<tr>
<td>ASD120</td>
<td>Professional Ethics in Addictions and Substance Use Disorders</td>
<td>1</td>
</tr>
<tr>
<td>ASD145</td>
<td>AIDS and Addiction</td>
<td>1</td>
</tr>
<tr>
<td>ASD150</td>
<td>Principles of Self-Help Groups</td>
<td>2</td>
</tr>
<tr>
<td>ASD161</td>
<td>Beginning Clinical Documentation Skills</td>
<td>3</td>
</tr>
<tr>
<td>ASD165</td>
<td>Theories and Techniques in the Treatment of Addictions</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

**Semester 1: 12 credits**
- ASD100 3
- ASD102 3
- ASD110 3
- ASD120 1
- ASD150 2

**Semester 2: 12 credits**
- ASD145 1
- ASD161 3
- ASD165 2
- ASD220 3
- BHS205* 3

**Semester 3: 12 credits**
- ASD226 3
- ASD236 2
- ASD245 2
- ASD250 3
- Select 2 credits from the list of Restricted Electives 2

**Semester 4: 3 credits**
- ASD275* 3

---

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

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

### CIPS Code: 51.1501

### Program Notes:
Licensing and certification requirements vary by state.

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

### Required Courses: 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD220</td>
<td>Family Dynamics and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>ASD226</td>
<td>Counseling Multicultural and Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>ASD236</td>
<td>Relapse, Recovery, and Addiction</td>
<td>2</td>
</tr>
<tr>
<td>ASD245</td>
<td>Co-Occurring Disorders</td>
<td>2</td>
</tr>
<tr>
<td>ASD250</td>
<td>Group Interventions</td>
<td>3</td>
</tr>
<tr>
<td>ASD275*</td>
<td>Advanced Theory and Techniques in the Treatment of Addiction Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

### Restricted Electives: 2

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD130</td>
<td>Legal Aspects of Addiction</td>
<td>1</td>
</tr>
<tr>
<td>ASD215</td>
<td>Adult Children of Alcoholics</td>
<td>1</td>
</tr>
<tr>
<td>ASD280*</td>
<td>Addictions and Substance Use Disorders Practicum</td>
<td>6</td>
</tr>
<tr>
<td>ASD284</td>
<td>Current Issues and Addictions Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>ASD285</td>
<td>Addictions Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285xx</td>
<td>Addictions and Substance Use Disorders Seminar course</td>
<td>1</td>
</tr>
<tr>
<td>ASD294</td>
<td>Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing/Certification Exams</td>
<td>3</td>
</tr>
<tr>
<td>CPDxxx</td>
<td>Any CPD Counseling and Personal Development Course</td>
<td>1-3</td>
</tr>
<tr>
<td>PSY2xx*</td>
<td>Any 200 Level PSY Psychology Course</td>
<td>3</td>
</tr>
<tr>
<td>SOC2xx*</td>
<td>Any 200 Level SOC Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td>SWU2xx*</td>
<td>Any 200 Level SWU Social Work Course</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Associate in Applied Science in Addictions and Substance Use Disorders

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

CIPS Code: 51.1501

Program Notes:
Licensing and certification requirements vary by state.

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

General Education Requirements: 22-25
General Education Core: 12-15
First-Year Composition 6
ENG101* First-Year Composition
ENG102* First-Year Composition
Oral Communication 3
Any approved general education course in the Oral Communication area.

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

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

AAS in Addictions and Substance Use Disorders Suggested Course Sequence

Semester 1: 12 credits
ASD100 3
ASD102 3
ENG101* 3
Oral Communications 3

Semester 2: 9-12 credits
ASD110 3
ASD120 1
ASD150 2
CRE101* or Equivalent 3
MAT112* or Equivalent 3

Semester 3: 12 credits
ASD145 1
ASD161 3
ASD165 2
ENG102* 3
Humanities and Fine Arts 3

Semester 4: 13 credits
ASD220 3
BHS205* 3
PSY101 or PSY270* 3
Natural Sciences 4

Semester 5: 12 credits
ASD226 3
ASD236 2
ASD245 2
ASD250 3
Select 2 credits from the list of Restricted Electives 2

Semester 6: 3 credits
ASD275* 3

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
- Addictions and Substance Use Disorders Level I (21 credits)
- Addictions and Substance Use Disorders Level II (39 credits)
Associate in Applied Science in:
- Addictions and Substance Use Disorders (61-64 credits)

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

Minimum GPA 2.00

General Education Distribution: 10

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

Social and Behavioral Sciences 3
- PSY101 Introduction to Psychology
- PSY270* Personal and Social Adjustment (3) OR PSY1101 (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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD285II</td>
<td>Multicultural Aspects</td>
<td>1</td>
</tr>
<tr>
<td>ASD285</td>
<td>Addictions Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285AA</td>
<td>Treatment for Stimulant Use Disorders Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285BB</td>
<td>Adolescent Substance Abuse Treatment Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285CC</td>
<td>Addiction Review Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285DD</td>
<td>Motivation for Change in Substance Abuse Treatment Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285EE</td>
<td>Domestic Violence and Substance Abuse Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285FF</td>
<td>Street Drugs Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285GG</td>
<td>Addictive and Medical Plants Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ASD285HH</td>
<td>Intervention and Treatment for Addictions and Substance Use Disorders Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Restricted Electives: 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD220</td>
<td>Family Dynamics and Addictions</td>
<td>3</td>
</tr>
<tr>
<td>ASD250</td>
<td>Group Interventions</td>
<td>3</td>
</tr>
<tr>
<td>ASD280*</td>
<td>Addictions and Substance Use Practicum</td>
<td>6</td>
</tr>
<tr>
<td>ASD294</td>
<td>Advanced Foundations; Addictions and Substance Use Disorders Counselor Licensing/ Certification Exams</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

CCL in Professional Addictions Counseling Suggested Course Sequence

Semester 1: 8 credits

ASD285II 1

AND

Select 7 credits from the following course list:

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

Semester 2: 3-6 credits

Restricted Electives 3-6

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

Professional Addictions Counseling

(11-14 credits)

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

Minimum GPA 2.00
## Adult Learning and Development

### Certificate of Completion in Adult Learning and Coaching Development

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

**CIPS Code: 13.1201**

**Required Courses:** 16-18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS204</td>
<td>Reflective Supervision</td>
<td>1</td>
</tr>
<tr>
<td>EDA200</td>
<td>Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>EDA220</td>
<td>Introduction to the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDA241</td>
<td>Coaching Across Generations (1) OR</td>
<td>1-3</td>
</tr>
<tr>
<td>EDA250</td>
<td>Mentoring the Adult Learner (3)</td>
<td>1-3</td>
</tr>
<tr>
<td>EDA242</td>
<td>Introduction to Adults with Learning Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>EDA245</td>
<td>Introduction to Coaching: Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDA246</td>
<td>Motivating Adult Learners</td>
<td>1</td>
</tr>
<tr>
<td>EDA254</td>
<td>Assessment and Evaluation of Adult Learners</td>
<td>1</td>
</tr>
<tr>
<td>EDA255</td>
<td>Ethical and Professional Principles</td>
<td>1</td>
</tr>
<tr>
<td>EDA260*</td>
<td>Coaching Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

### Certificate of Completion in Adult Learning and Development

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

**CIPS Code: 13.1201**

**Required Courses:** 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA200</td>
<td>Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>EDA220</td>
<td>Introduction to the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDA230*</td>
<td>Curriculum Development in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA240*</td>
<td>Teaching Methods for Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDA245</td>
<td>Motivating Adult Learners</td>
<td>1</td>
</tr>
<tr>
<td>EDA246</td>
<td>Assessment and Evaluation of Adult Learners</td>
<td>1</td>
</tr>
<tr>
<td>EDA254*</td>
<td>Ethical and Professional Principles</td>
<td>1</td>
</tr>
<tr>
<td>EDA255</td>
<td>Adult Educator Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

### AAS in Adult Learning and Development Suggested Course Sequence

<table>
<thead>
<tr>
<th>Semester 1: 12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA200</td>
</tr>
<tr>
<td>EDA220</td>
</tr>
<tr>
<td>EDA240*</td>
</tr>
<tr>
<td>EDA254*</td>
</tr>
<tr>
<td>EDA260*</td>
</tr>
</tbody>
</table>

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

**Associate in Applied Science in Adult Learning and Development**

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

**CIPS Code: 13.1201**

**Required Courses:** 22-24

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

AND

- EDU272* Educational Psychology 3
- PSY260* Psychology of Personality 3

**Restricted Electives:** 15-17

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

**General Education Requirements:** 22-25

**General Education Core:** 12-15

**First-Year Composition** 6

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

**Semester 1 (cont’d): 12 credits**

**Track 2: Adult Learning and Coaching Development:**

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

**Semester 2: 9-14 credits**

Students must complete 1 of 2 tracks:

**Track 1: Adult Learning and Development:**

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

**Track 2: Adult Learning and Coaching Development:**

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

**Semester 3: 11-12 credits**

Students must complete 1 of 2 tracks:

**Track 1: Adult Learning and Development:**

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

**Track 2: Adult Learning and Coaching Development:**

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

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

**Semester 4: 11 credits**

*Students must complete 1 of 2 tracks:*

**Track 1: Adult Learning and Development:**
- CFS205 3
- EDA265* 1
- PSY260* 3
- Natural Sciences 4

**Track 2: Adult Learning and Coaching Development:**
- CFS205 3
- EDA260* 1
- PSY260* 3
- Natural Sciences 4

**Semester 5: 12 credits**

*Students must complete 1 of 2 tracks:*

**Track 1: Adult Learning and Development:**
- Any Restricted Electives 12

**Track 2: Adult Learning and Coaching Development:**
- Any Restricted Electives 12

**Semester 6: 3-5 credits**

*Students must complete 1 of 2 tracks:*

**Track 1: Adult Learning and Development:**
- Any Restricted Electives 3-5

**Track 2: Adult Learning and Coaching Development:**
- Any Restricted Electives 3-5

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

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

Associate in Applied Science in:
- Adult Learning and Development (61-64 credits)

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

**Minimum GPA 2.00**

---

* Indicates course has a Prerequisite and/or Corequisite.

**Oral Communication** 3
- COM100 Introduction to Human 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
- MAT112* Mathematical Concepts and Applications (3) **OR**
  Satisfactory completion of a higher level mathematics course

**General Education Distribution:** 10
- Humanities and Fine Arts 3
  Any approved general education course in the Humanities and Fine Arts area.
- Social and Behavioral Sciences 3
  CFS205 Human Development (3)
- Natural Sciences 4
  Any approved general education course in the Natural Sciences area.
Certificate of Completion in Community Dental Health Coordination

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

CIPS Code: 51.0504

Admission Criteria:
Ability to fully participate in classroom, laboratory, and clinical setting program activities.
Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.
Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.
Applicants who are accepted and enroll in the Community Dental Health Coordination (CDHC) program will be exposed to blood-borne and infectious diseases. The program strictly adheres to established policies and procedures regarding infection control as recommended by the Centers for Disease Control and Prevention, American Dental Association, The Organization for Safety and Asepsis Procedures, and the Occupational Safety and Health Administration.
Formal application and acceptance into the Community Dental Health Coordination program is required.

Program Prerequisites:
Students must be a Registered Dental Hygienist or Certified Dental Assistant.
Applicants are required to provide documentation of licensure according to their individual state’s dental practice act.

Required Courses: 11.5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDH105*</td>
<td>Dental Health Advocacy and Outreach</td>
<td>3</td>
</tr>
<tr>
<td>CDH110*</td>
<td>Oral Health Communication</td>
<td>1</td>
</tr>
<tr>
<td>CDH115*</td>
<td>Interviewing Skills for Dental Health Advocate</td>
<td>2</td>
</tr>
<tr>
<td>CDH130*</td>
<td>Dental Health Legal and Ethical Issues</td>
<td>2</td>
</tr>
<tr>
<td>CDH240*</td>
<td>Dental Care Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>CDH245*</td>
<td>Community Dental Health Coordinator Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

CCL in Community Dental Health Coordination Suggested Course Sequence

Semester 1: 5 credits
CDH110* 1
CDH115* 2
CDH130* 2

Semester 2: 3.5 credits
CDH105* 3
CDH240* 0.5

Semester 3: 3 credits
CDH245* 3

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in: Community Dental Health Coordination (11.5 credits)
Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00
Certificate of Completion in Computer Usage and Applications

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

CIPS Code: 11.1006

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

Required Courses: 17

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

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

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

CCL in Digital Design Suggested Course Sequence

Semester 1: 12 credits
- CIS105: 3 credits
- CIS113DE: 3 credits
- CIS114DE: 3 credits
- CIS133AA & CIS133BA & CIS133CA or CIS133DA: 3 credits

Semester 2: 12 credits
- CIS117DM: 3 credits
- CIS118AB: 1 credit
- CIS120DB: 3 credits
- CIS120DF: 3 credits
- CIS121AE: 1 credit
- CIS124AA: 1 credit

Semester 3: 11 credits
- CIS124BA*: 1 credit
- CIS138DA*: 3 credits
- CIS140*: 2 credits
- CIS220DF*: 3 credits
- CIS288*: 2 credits

CCL in Networking: Design and System Support Suggested Course Sequence

Semester 1: 12 credits
- CIS102: 1 credit
- CIS105: 3 credits
- CIS113DE: 3 credits
- CIS114DE: 3 credits
- CIS118AB: 1 credit
- CIS121AE: 1 credit

Semester 2: 12 credits
- BPC170*: 3 credits
- CIS117DM: 3 credits
- CIS133AA & CIS133BA & CIS133CA or CIS133DA: 3 credits
- CIS190*: 3 credits

Semester 3: 7 credits
- BPC270*: 3 credits
- CIS122AE*: 1 credit
- CIS240*: 3 credits

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

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

CIPS Code: 50.0409

Program Notes:

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

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

Required Courses: 35

Certificate of Completion in Computer Usage and Applications 17
CIS120DB  Computer Graphics: Adobe Illustrator 3
CIS120DF  Adobe Photoshop Level I: Digital Imaging 3
CIS124AA  Project Management Software: Level I 1
CIS124BA*  Project Management Software: Level II 1
CIS138DA*  Desktop Design and Publishing Using Adobe InDesign 3
CIS140*  Survey of Multimedia Technology 2
CIS220DF*  Adobe Photoshop Level II: Advanced Digital Imaging 3
CIS288*  Digital Design Portfolio 2

AAS in Computer Technology Suggested Course Sequence

Semester 1: 12 credits
Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:
CIS105  3
CIS113DE  3
COM100  3
ENG101* or ENG107*  3

Track 2: Digital Design:
CIS105  3
CIS113DE  3
COM100  3
ENG101* or ENG107*  3

Track 3: Networking: Design and System Support:
CIS105  3
CIS113DE  3
COM100  3
ENG101* or ENG107*  3

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

Certificate of Completion in Networking: Design and System Support

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

CIPS Code: 11.0901

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

Required Courses: 31

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>BPC170*</td>
<td>Computer Maintenance: A+ Exam Prep Level I</td>
<td>3</td>
</tr>
<tr>
<td>BPC270*</td>
<td>Computer Maintenance: A+ Exam Prep Level II</td>
<td>3</td>
</tr>
<tr>
<td>CIS102</td>
<td>Interpersonal and Customer Service Skills for IT Professionals</td>
<td>1</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>CIS240*</td>
<td>Local Area Network Planning and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

AAS in Computer Technology Suggested Course Sequence

Semester 1 (cont’d): 12 credits

Students must complete 1 of 4 tracks:

Track 4: Web Design: User Interface:
- CIS105 3
- CIS113DE 3
- COM100 3
- ENG101* or ENG107* 3

Semester 2: 9-12 credits

Students must complete 1 of 4 tracks:

Track 1: Advanced Computer Usage and Applications:
- CIS114DE 3
- CIS118AB 1
- CIS21AE 1
- CIS24AA 1
- CRE101* or CRE111* or Equivalent 0-3
- MAT112* 3

Track 2: Digital Design:
- CIS114DE 3
- CIS133DA 3
- CRE101* or CRE111* or Equivalent 0-3
- MAT112* 3

Track 3: Networking: Design and System Support:
- CIS102 1
- CIS114DE 3
- CIS118AB 1
- CIS21AE 1
- CRE101* or CRE111* or Equivalent 0-3
- MAT112* 3

Track 4: Web Design: User Interface:
- CIS114DE 3
- CIS118AB 1
- CIS21AE 1
- CIS24AA 1
- CRE101* or CRE111* or Equivalent 0-3
- MAT112* 3

* Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Web Design: User Interface

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

**CIPS Code: 11.0801**

**Program Notes:**

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

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIPS120DC</td>
<td>Adobe Flash Level I: Digital Animation</td>
<td>3</td>
</tr>
<tr>
<td>CIPS120DF</td>
<td>Adobe Photoshop Level I: Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>CIPS124AA</td>
<td>Project Management Software: Level I</td>
<td>1</td>
</tr>
<tr>
<td>CIPS140*</td>
<td>Survey of Multimedia Technology</td>
<td>2</td>
</tr>
<tr>
<td>CIPS233DA*</td>
<td>Internet/Web Development Level II</td>
<td>3</td>
</tr>
<tr>
<td>CIPS285*</td>
<td>e-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIPS288*</td>
<td>Digital Design Portfolio</td>
<td>2</td>
</tr>
</tbody>
</table>

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

**Associate in Applied Science in Computer Technology**

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

**CIPS Code: 11.1006**

**Required Courses:** 31-36

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

**Restricted Electives:** 3-8

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

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

**AAS in Computer Technology Suggested Course Sequence**

**Semester 4: 11-13 credits**

Students must complete 1 of 4 tracks:

**Track 1: Advanced Computer Usage and Applications:**
- CIS118BB* 1
- CIS122AE* 1
- CIS213DE* 3
- Natural Sciences 4
- Social & Behavioral Sciences 3

**Track 2: Digital Design:**
- CIS121AE 1
- CIS124AA 1
- CIS138DA* 3
- Natural Sciences 4
- Social & Behavioral Sciences 3

**Track 3: Networking: Design and System Support:**
- BPC170* 3
- CIS122AE* 1
- Natural Sciences 4
- Social & Behavioral Sciences 3

**Track 4: Web Design: User Interface:**
- CIS120DC 3
- CIS120DF 3
- Natural Sciences 4
- Social & Behavioral Sciences 3

**Semester 5: 12 credits**

Students must complete 1 of 4 tracks:

**Track 1: Advanced Computer Usage and Applications:**
- CIS214DE* 3
- CIS217AM* 3
- CIS233DA* 3
- GBS233* 3

**Track 2: Digital Design:**
- CIS117DM 3
- CIS124BA* 1
- CIS140* 2
- CIS220DE* 3
- CIS288* 2
- Any Restricted Electives 1

**Track 3: Networking: Design and System Support:**
- BPC270* 3
- CIS190* 3
- CIS240* 3
- Any Restricted Electives 3

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

AAS in Computer Technology Suggested Course Sequence

Semester 5 (cont’d): 12 credits

Track 4: Web Design: User Interface:
- CIS140* 2
- CIS233DA* 3
- CIS235* 3
- CIS288* 3
- Any Restricted Electives 1

Semester 6: 3-4 credits

Track 1: Advanced Computer Usage and Applications:
- CIS124BA* 1
- Any Restricted Electives 3

Track 2: Digital Design:
- Any Restricted Electives 3

Track 3: Networking: Design and System Support:
- Any Restricted Electives 4

Track 4: Web Design: User Interface:
- Any Restricted Electives 3

Certificate(s) or Degree(s) Awarded:

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

Associate in Applied Science in:
- Computer Technology (61-64 credits)

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

Minimum GPA 2.00

General Education Requirements: 22-25

General Education Core: 12-15

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

Oral Communication 3
- COM100 Introduction to Human Communication
- Any Restricted Electives

Critical Reading 0-3
- CRE101* College Critical Reading (3) OR
- CRE111* Critical Reading for Business and Industry (3) OR

Equivalent as indicated by assessment

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

Satisfactory completion of a higher level mathematics course

General Education Distribution: 10

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

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

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

**Allied Health or Nursing Program College Attendance**

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

**MCCCD Required Background Checks**

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

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

*Indicates course has a Prerequisite and/or Corequisite.*
Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

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

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

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

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

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

7. Any misdemeanor relating to a controlled substance conviction in last 7 years
8. Any other misdemeanor conviction within last 3 years with the exception-any misdemeanor traffic misdemeanor [NOTE that a DUI is NOT considered a traffic misdemeanor.]

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

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

Students Accepted in a Program before September 1, 2011

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

Duty to Report Changes; Removal

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

* Indicates course has a Prerequisite and/or Corequisite.
Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program

Additional Clinical Agency Background Check

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

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

Inability to Place

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

Changes to Admission or Background Check Requirements

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

No Guarantee of Receipt of Licensure/Certificate

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

* Indicates course has a Prerequisite and/or Corequisite.
## Certificate of Completion in Clinical Dental Assisting

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

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

### CIPS Code: 51.0601

### Admission Criteria:

A high school diploma or GED equivalency is required.

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

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

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

Completion of Program Prerequisites with a C or better.

Formal application and acceptance into the Clinical Dental Assisting Program.

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

---

### Certificates & Degrees

**Certificate of Completion in Clinical Dental Assisting**

**CCL in Clinical Dental Assisting Suggested Course Sequence**

**Semester 1: 7.5-8 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO156* or BIO160</td>
<td>4</td>
</tr>
<tr>
<td>ENG101* or ENG107*</td>
<td>3</td>
</tr>
<tr>
<td>HCC109 or Proof of CPR certification</td>
<td>0-.05</td>
</tr>
<tr>
<td>HCC130AD</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Semester 2: 10 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAE112*</td>
<td>7</td>
</tr>
<tr>
<td>DAE240*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 3: 10.5 credits**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAE156*</td>
<td>7</td>
</tr>
<tr>
<td>DAE212*</td>
<td>2</td>
</tr>
<tr>
<td>DAE256*</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Semester 5: 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAE285*</td>
<td>2</td>
</tr>
<tr>
<td>DAE290*</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Program Prerequisites: 7.5-8

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

Required Courses: 26.5

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

AAS in Clinical Dental Assisting Suggested Course Sequence

Semester 1: 10.5-11 credits

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

Semester 2: 10 credits

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

Semester 3: 10.5 credits

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

- DAE156* 7
- DAE212* 2
- DAE256* 1.5

* Indicates course has a Prerequisite and/or Corequisite.
Certificates & Degrees

Associate in Applied Science in Clinical Dental Assisting

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

CIPS Code: 51.0601

Admission Criteria:

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

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

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

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

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

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

Required Courses: 34-34.5

Certificate of Completion in Clinical Dental Assisting 34-34.5

Restricted Electives: 0.5-4

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

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

**General Education Requirements:**  22-25

**General Education Core:**  9-12

**First-Year Composition**  3

Met by ENG101 or ENG107 in the Required Courses area AND
ENG102*  First-Year Composition
ENG108*  First-Year Composition for ESL (3) OR
ENG111*  Technical and Professional Writing (3)

**Oral Communication**  3

Any approved general education course in the Oral Communication area.

**Critical Reading**  0-3

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

**Mathematics**  3

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

**General Education Distribution:**  13

**Humanities and Fine Arts**  3

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

**Social and Behavioral Sciences**  6

PSY101  Introduction to Psychology
SOC101  Introduction to Sociology

**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 (4)

---

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

- Certificate of Completion in: Clinical Dental Assisting (34-34.5 credits)
- Associate in Applied Science in: Clinical Dental Assisting (60 credits)

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

**Minimum GPA 2.00**

---

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

AAS in Dental Hygiene
Suggested Course Sequence

Semester 1: 9-12.5 credits

Note: Must have a grade of C or better in these courses. EMT/HCC/RES109 may be waived by the Program Director.

Students who are not EXEMPT from CRE101 should enroll in ENG101 in Term 1 and enroll in CRE101 in Term 2.

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

Semester 2: 6-14 credits

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

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

Associate in Applied Science in Dental Hygiene

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

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

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

CIPS Code: 51.0602

Program Notes:

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

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

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

Admission Criteria:

A high school diploma or GED equivalency is required.

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

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

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

Submit to a drug screening and demonstrate negative results.

Completion of program prerequisites.

Formal application and admission to the program is required.

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

Background Check Requirements:

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

Program Prerequisites: 37-51.5

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

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

Biology courses (BIO156 and BIO181) and HCC course (HCC109) may be waived by the Program Director for the student who has one year of high school biology.
BIO156*  Introductory Biology for Allied Health (4) OR
BIO181*  General Biology (Majors) I

One (1) year of high school Biology 0-4

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

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

Semester 3: 15 credits
Note: Begin preparation for submission of Formal Program Application. Meet with an academic advisor for assistance. Must have a grade of B or better in these courses.
ENG102* or ENG108*  3
BIO201*  4
CHM138* & CHM138LL or CHM230* & CHM230LL  4
BIO205*  4

Semester 4: 7 credits
Note: Students may also complete course work not yet completed as presented above.
SOC101  3
BIO202*  4

Semester 5: 16 credits
Note: Students must be accepted into the Dental Hygiene program to complete the remaining terms. The dental hygiene courses are sequential and the successful completion of each course is a prerequisite for admission to the next semester and requires a grade of C or better.
DHE115*  2
DHE117*  2
DHE120*  6
DHE121*  2
DHE125*  1
DHE127*  3

* Indicates course has a Prerequisite and/or Corequisite.
Students must complete the following General Education courses with a grade of B or better with a cumulative GPA of 3.25:

**Semester 6: 15 credits**

<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>ENG107*</td>
<td>First-Year Composition for ESL</td>
<td>3</td>
</tr>
<tr>
<td>ENG102*</td>
<td>First-Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG108*</td>
<td>First-Year Composition for ESL</td>
<td>3</td>
</tr>
<tr>
<td>COM100*</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM110*</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM225*</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM230*</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>MAT112*</td>
<td>Mathematical Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSY101*</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC101*</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CRE101*</td>
<td>College Critical Reading</td>
<td>0-3</td>
</tr>
</tbody>
</table>

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

**Required Courses:**

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

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

**General Education Requirements:** 0

**General Education Core:** 0

**First-Year Composition** 0
Met by ENG101 or ENG107 and ENG102 or ENG108 in the Program Prerequisites area.

**Oral Communication** 0
Met by COM100 or COM110 or COM225 or COM230 in Program Prerequisite area.

**Critical Reading** 0
Met by CRE101 or equivalent as indicated by assessment in Program Prerequisites area.

**Mathematics** 0
Met by MAT112 or satisfactory completion of a higher level mathematics course in Program Prerequisites area.

**General Education Distribution:** 0

**Humanities and Fine Arts** 0
Met by any approved general education course from the Humanities and Fine Arts area in Program Prerequisites.

**Social and Behavioral Sciences** 0
Met by PSY101 and SOC101 in the Program Prerequisites area.

**Natural Sciences** 0
Met by BIO201 in the Program Prerequisites area.

---

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

Associate in Applied Science in:
- Dental Hygiene (95-106.5 credits)

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

**Minimum GPA 2.00**

---

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

AAS in Dental Office Management Suggested Course Sequence

**Semester 1: 12 credits**

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

**Semester 2: 9-12 credits**

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

**Semester 3: 13.5 credits**

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

**Semester 4: 13 credits**

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

**Semester 5: 13 credits**

- Any Restricted Electives 13

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

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

**CIPS Code: 51.0705**

**Required Courses:** 16.5

- BPC110 Computer Usage and Applications (3) OR
- CIS105 Survey of Computer Information Systems (3)
- CSM/TQM101 Quality Customer Service 3
- CSR125* Front Office Procedures 2
- CSR126* Front Office Insurance 1
- HCC109 CPR for Health Care Provider 0.5
- HCC130 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) 3
- HCC145AA Medical Terminology for Health Care Workers I 1
- MKT271 Principles of Marketing 3

**Restricted Electives:** 22

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

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

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

**General Education Requirements:** 22-25

**General Education Core:** 12-15

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

**Oral Communication**
- Any approved general education course in the Oral Communication area.

**Critical Reading**
- 0-3
  - Any approved general education course in the Critical Reading area
  - OR
  - Equivalent as indicated by assessment

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

**General Education Distribution:** 10

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

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

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

*Indicates course has a Prerequisite and/or Corequisite.

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

Certificate of 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**
Early Childhood Administration and Management

AAS in Early Childhood Administration and Management Suggested Course Sequence

Semester 1: 12 credits
CFS206 3
CFS207 3
ENG101* 3
Mathematics 3

Semester 2: 12 credits
CFS208 3
COM207* or COM225* or COM230 or GBS233* 3
CRE101* or equivalent 3
EED200 3

Semester 3: 13 credits
EED215 3
EED220 3
ENG102* or ENG108* 3
FCS250* 3
FCS260* 1

Semester 4: 12 credits
EED222 3
EED278* 3
EED280* 3
EDU/ENH291 3

Associate in Applied Science in Early Childhood Administration and Management

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

CIPS Code: 13.0401

Required Courses: 35

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</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>
</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>EED260*</td>
<td>Early Childhood Infant/Toddler Internship (1) OR</td>
<td></td>
</tr>
<tr>
<td>EED261*</td>
<td>Early Childhood Preschool Internship (1)</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 and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight</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>
</tbody>
</table>

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

**Restricted Electives:** 3

Students must select courses from any combination of the following prefixes for a total of 3 credits.
- CFSxxx Any CFS Child/Family Studies Course 1-3
- CIS105 Survey of Computer Information Systems 1-3
- SUNY: CIS1120
- 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 (3)
- SUNY: ENG1101 (3)
- AND
- ENG102* First-Year Composition (3)
- SUNY: ENG1102 (3)

**Oral Communication** 3
- COM207* Introduction to Communication Inquiry (3) OR
- COM225* Public Speaking (3) OR
- COM230 Small Group Communication
- SUNY: COM271 (3) OR
- GBS233* Business Communication (3)

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

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

**General Education Distribution:** 10

**Humanities and Fine Arts** 3
- EDU/ENH291 Children’s Literature (3)

**Social and Behavioral Sciences** 3
- CFS205 Human Development (3)

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

**Semester 5: 11 credits**
- CFS205 3
- EED212 3
- EED260* or EED261* 1
- Natural Sciences 4

**Semester 6: 3 credits**
- Any Restricted Elective 3

**Certificate(s) or Degree(s) Awarded:**
- Associate in Applied Science in:
  - Early Childhood Administration and Management (63-65 credits)

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

**Minimum GPA 2.00**

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

### Certificate of Completion in Family Child Care Management

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

**CIPS Code: 13.1209**

**Required Courses:** 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 program prepares individuals with foundational knowledge on the development of the young child. Included topics are child health, physical milestones, and cognitive development. Also covered are adult/child relationship building, and communication and language acquisition.

**CIPS Code: 13.1209**

**Required Courses:** 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>

### AAS in Early Learning and Development Suggested Course Sequence

**Required Courses:** 12 credits

<table>
<thead>
<tr>
<th>Block 1: Infant and Toddler Development</th>
<th>Block 2: Family Child Care Management</th>
<th>Block 3: Early Childhood Business Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH128</td>
<td>ECH128</td>
<td>ECH128</td>
</tr>
<tr>
<td>EED200*</td>
<td>EED200</td>
<td>EED200</td>
</tr>
<tr>
<td>ENG101* or ENG107*</td>
<td>ENG101*</td>
<td>ENG101*</td>
</tr>
<tr>
<td>Oral Communications</td>
<td>Oral Communications</td>
<td>Oral Communications</td>
</tr>
</tbody>
</table>

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

Associate in Applied Science in Early Learning and Development

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

CIPS Code: 13.1209

Required Courses: 32

<table>
<thead>
<tr>
<th>Course</th>
<th>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>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>Early Childhood Infant/Toddler Internship</td>
<td>1</td>
</tr>
<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 and Assessment of Typical/Atypical Behaviors of Young Children Birth Age Eight</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>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>ENG101* or ENG107*</td>
<td>Oral Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 2: 9-14 credits

Block 1: Infant and Toddler Development:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101* or equivalent</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>EED205 or CFS176 or CFS235</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EED215</td>
<td>Any Mathematics course</td>
<td>3</td>
</tr>
</tbody>
</table>

Block 2: Family Child Care Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101* or equivalent</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>EED205 or CFS176 or CFS235</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EED215</td>
<td>Any Mathematics course</td>
<td>3</td>
</tr>
</tbody>
</table>

Block 3: Early Childhood Business Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101* or equivalent</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>EED205 or CFS176 or CFS235</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EED215</td>
<td>Any Mathematics course</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 3: 12 credits

Block 1: Infant and Toddler Development:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG102* or ENG108*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITD200</td>
<td>ITD210*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Block 2: Family Child Care Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS163</td>
<td>CFS164</td>
<td>3</td>
</tr>
<tr>
<td>ENG102* or ENG108*</td>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Block 3: Early Childhood Business Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS206</td>
<td>CFS207</td>
<td>3</td>
</tr>
<tr>
<td>ENG102* or ENG108*</td>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Restricted Electives:

Students must complete one of the following Blocks:

#### Block One: Infant and Toddler Development:
- ITD200* The Physical Child: Birth to Age Three 3
- ITD210* Early Attachments, Relationships, and Families: Birth to Age Three 3
- ITD220* Cognition and Communication: Birth to Age Three 3

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

#### Block Three: Early Childhood Business Management:
- CFS206 Child and Family Organizations: Management and Administration 3
- CFS207 Organization and Community Leadership in Child and Family Organizations 3
- CFS208 Child and Family Organizations: Fiscal Management and Grant Writing 3

#### Block Four: Any CFS, ECH, EED, ITD or FCS prefixed courses not listed in the Required Courses area
- CFSxxx Any CFS Child/Family Studies course(s) 1-9
- ECHxxx Any ECH Early Childhood Education course(s) except courses used to satisfy Required Courses area. 1-9
- EEDxxx Any EED Early Education course(s) except courses used to satisfy Required Courses area. 1-9
- ITDxxx Any ITD Infant/Toddler Development course(s) 1-9
- FCSxxx Any FCS Family and Consumer Science course(s) 1-9

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

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6

ENG101* First-Year Composition
EN101 OR ENG1101 (3) OR
ENG107* First-Year Composition for ESL (3) AND
ENG102* First-Year Composition
EN102 OR ENG1102 (3) OR
ENG108* First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course from the Oral Communication area.

Critical Reading 0-3

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

Mathematics 3-5

Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3

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

Social and Behavioral Sciences 3

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

Natural Sciences 4

Any approved general education course in the Natural Sciences area.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED212</td>
<td>3</td>
</tr>
<tr>
<td>EED222</td>
<td>3</td>
</tr>
<tr>
<td>EED278*</td>
<td>3</td>
</tr>
<tr>
<td>EED280*</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 6: 5 credits

Block 1: Infant and Toddler Development:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED255*</td>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>1</td>
</tr>
<tr>
<td>EED261*</td>
<td>1</td>
</tr>
</tbody>
</table>

Block 2: Family Child Care Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED255*</td>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>1</td>
</tr>
<tr>
<td>EED261*</td>
<td>1</td>
</tr>
</tbody>
</table>

Block 3: Early Childhood Business Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED255*</td>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>1</td>
</tr>
<tr>
<td>EED261*</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED255*</td>
<td>3</td>
</tr>
<tr>
<td>EED260*</td>
<td>1</td>
</tr>
<tr>
<td>EED261*</td>
<td>1</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

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

Associate in Applied Science in:

- Early Learning and Development (63-68 credits)

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

Minimum GPA 2.00

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

Certificate of Completion in eLearning Design Specialist

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

CIPS Code: 13.0501

Required Courses: 21
ELN101 eLearning Design Level I 3
ELN102 eLearning Media Level I 3
ELN110 Introduction to eLearning Environments 3
ELN120 Organizing and Evaluating eLearning Projects 3
ELN202* eLearning Media Level II 3
ELN204* eLearning Design Level II 3
ELN290AA* eLearning Design Internship (1) OR
ELN290AB* eLearning Design Internship (2) OR
ELN290AC* eLearning Design Internship (3) 3

Associate in Applied Science in eLearning Design Specialist

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

CIPS Code: 13.0501

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

**Required Courses:** 21
Certificate of Completion in eLearning Design Specialist 21

**Restricted Electives:** 18
ART184* Computer Animation 3
BPC110 Computer Usage and Applications 3
BPC138AA* Windows Desktop Design and Publishing 3
CIS105 Survey of Computer Information Systems 3
CIS118AB Power Point: Level I 1
CIS118BB* Power Point: Level II 1
CIS120DB Computer Graphics: Adobe Illustrator 3
CIS120DC Adobe Flash Level I: Digital Animation 3
CIS120DF Adobe Photoshop Level I: Digital Imaging 3
CIS124AA Project Management Software: Level I 1
CIS124BA* Project Management Software: Level II 1
CIS133DA Internet/Web Development Level I 3
CIS140 * Survey of Multimedia Technology 2
CIS151* Computer Game Development- Level I 3
CIS233DC* Internet Web Development: Dreamweaver 3
CIS236* Web-Based Teaching and Learning I 2
CIS237* Web-Based Teaching and Learning II 3
COM263 Elements of Intercultural Communication 3
ELNxxx Any 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
ENG102* First-Year Composition 3
ENG108* First-Year Composition for ESL 3
ENG111* Technical and Professional Writing 3

**AAS in eLearning Design Specialist Suggested Course Sequence**

**Semester 1: 12 credits**
COM100 or COM110 or COM230 or COM259* 3
ELN101 3
ELN102 3
ENG101* or ENG107* 3

**Semester 2: 12 credits**
CRE101* or CRE111* 3
ELN110 3
ELN120 3
MAT122* or higher level 3

**Semester 3: 12 credits**
ELN202* 3
ELN204* 3
ELN290AA* or ELN290AB* or ELN290AC* 3
ENG102* or ENG108* or ENG111* 3

* Indicates course has a Prerequisite and/or Corequisite.
<table>
<thead>
<tr>
<th>Certificate(s) or Degree(s) Awarded:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion in:</td>
</tr>
<tr>
<td>eLearning Design Specialist (21 credits)</td>
</tr>
<tr>
<td>Associate in Applied Science in:</td>
</tr>
<tr>
<td>eLearning Design Specialist (64 credits)</td>
</tr>
<tr>
<td>Students must earn a grade of &quot;C&quot; or better for all courses required within the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum GPA 2.00</th>
</tr>
</thead>
</table>

**Semester 4: 12 credits**
- Any Restricted Electives: 9 credits
- Humanities & Fine Arts: 3 credits

**Semester 5: 12 credits**
- Any Restricted Electives: 9 credits
- Social & Behavioral Sciences: 3 credits

**Semester 6: 4 credits**
- Natural Sciences: 4 credits

**Oral Communication**
- COM100: Introduction to Human Communication
- COM110: Interpersonal Communication
- COM230: Small Group Communication
- COM259*: Communication in Business and Professions (3)

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

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

**General Education Distribution:**
- Humanities and Fine Arts: 3 credits
- Social and Behavioral Sciences: 3 credits
- Natural Sciences: 4 credits

**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

---

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

Certificate of Completion in Energy Systems Technology

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

CIPS Code: 15.0503

Program Prerequisites:

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

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

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

Required Courses: 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEN100</td>
<td>Survey of Alternative Energy</td>
<td>2</td>
</tr>
<tr>
<td>AEN103</td>
<td>Hand Tools and Basic Maintenance for Building Energy Technicians</td>
<td>1</td>
</tr>
<tr>
<td>AEN142*</td>
<td>Introduction to Energy Management</td>
<td>3</td>
</tr>
<tr>
<td>AEN190*</td>
<td>Device Interface and Selection</td>
<td>3</td>
</tr>
<tr>
<td>CNS182</td>
<td>Construction Estimating and Print Reading</td>
<td>4</td>
</tr>
<tr>
<td>GTC107</td>
<td>Technical Mathematics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 1: 10 credits

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

AEN100 2
GTC107 3
AND
AEN103 1
CNS182 4

Semester 2: 6 credits

Students must complete AEN100, AEN103, and CNS182 prior to enrolling in AEN142. Students must also complete AEN142 and GTC107 prior to enrolling in AEN190.

AEN142* 3
AEN190* 3

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in: Energy Systems Technology (16 credits)

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

Minimum GPA 2.00

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

CCL in Entrepreneurial Studies Level I Suggested Course Sequence

**Semester 1: 10-11 credits**
- EPS150: 3
- EPS160: 2
- EPS180 or EPS195: 2-3
- GBS/HEC132: 3

**CCL in Entrepreneurial Studies Level II Suggested Course Sequence**

**Semester 1: 10-11 credits**
- EPS150: 3
- EPS160: 2
- EPS180 or EPS195: 2-3
- GBS/HEC132: 3

**Semester 2: 8 credits**
- EPS161: 3
- EPS165: 2
- MGT253: 3

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
- Entrepreneurial Studies Level I (10-11 credits)
- Entrepreneurial Studies Level II (18-19 credits)

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

Minimum GPA 2.00

Certificate of Completion in Entrepreneurial Studies Level I

The Certificate of Completion (CCL) in Entrepreneurial Studies Level I program is designed to provide students with an introduction to the entrepreneurial process. Courses include a history of entrepreneurship, current research into its impacts on society, types of business start-up opportunities, and creating a preliminary business plan, as well as securing a healthy financial future.

**CIPS Code: 52.0701**

**Required Courses:**
- EPS150: Introduction to Entrepreneurship: 3
- EPS160: New Venture Creation: 2
- GBS/HEC132: Personal and Family Financial Security: 3

Certificate of Completion in Entrepreneurial Studies Level II

The Certificate of Completion (CCL) in Entrepreneurial Studies Level II program is designed to provide students with the necessary skills, knowledge, and abilities to start and run their own business. Courses include new venture legal issues, financial projections, and alternatives, in addition to market research to determine business feasibility. Also covers management skills and entrepreneurial thinking for owning and operating a small business.

**CIPS Code: 52.0701**

**Program Prerequisites:**
Certification of Completion in Entrepreneurial Studies Level I 10-11

**Required Courses:**
- EPS161: New Venture Law and Finance: 3
- EPS165: New Venture Feasibility Analysis: 2
- MGT253: Owning and Operating a Small Business: 3

*Indicates course has a Prerequisite and/or Corequisite.
Family Engagement Specialist

Certificate of Completion in Family Engagement Specialist

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

CIPS Code: 13.1501

Program Prerequisites:
High School diploma or GED equivalent.

Required Courses: 25

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA/CPD115</td>
<td>Creating College Success (1) AND</td>
<td>1.5</td>
</tr>
<tr>
<td>EFE201</td>
<td>Family Engagement Specialist (0.5)</td>
<td></td>
</tr>
<tr>
<td>CFS225</td>
<td>Foundations of Parent Education (3)</td>
<td>3.5</td>
</tr>
<tr>
<td>EFE202</td>
<td>Family Engagement Specialist: Parent Education (0.5)</td>
<td>3.5</td>
</tr>
<tr>
<td>PSY201AC*</td>
<td>Selected Issues in Psychology (3) AND</td>
<td></td>
</tr>
<tr>
<td>EFE203</td>
<td>Family Engagement Specialist: Adolescent Behavior (0.5)</td>
<td>3.5</td>
</tr>
<tr>
<td>EDU230</td>
<td>Cultural Diversity in Education (3)</td>
<td>3.5</td>
</tr>
<tr>
<td>EFE205</td>
<td>Family Engagement Specialist: Cultural Diversity (0.5)</td>
<td>3.5</td>
</tr>
<tr>
<td>COM225*</td>
<td>Public Speaking (3) AND</td>
<td></td>
</tr>
<tr>
<td>EFE206</td>
<td>Family Engagement Specialist: Public Speaking (0.5)</td>
<td>3.5</td>
</tr>
<tr>
<td>EDU221</td>
<td>Introduction to Education (3) AND</td>
<td></td>
</tr>
<tr>
<td>EFE207</td>
<td>Family Engagement Specialist: Introduction to Education (0.5)</td>
<td>3.5</td>
</tr>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td></td>
</tr>
<tr>
<td>EFE204</td>
<td>Family Engagement Specialist: Written Communication (0.5)</td>
<td>3.5</td>
</tr>
<tr>
<td>CPD103BL</td>
<td>Dynamics of Leadership (2) AND</td>
<td></td>
</tr>
<tr>
<td>EFE208</td>
<td>Family Engagement Specialist: Leadership (0.5)</td>
<td>2.5</td>
</tr>
</tbody>
</table>

CCL in Family Engagement Specialist Suggested Course Sequence

Semester 1: 12 credits
AAA/CPD115 & EFE201 1.5
CFS225 & EFE202 3.5
PSY201AC* & EFE203 3.5
EDU230 & EFE205 3.5

Semester 2: 13 credits
COM225* & EFE206 3.5
EDU221 & EFE207 3.5
ENG101* & EFE204 3.5
CPD103BL & EFE208 2.5

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
Family Engagement Specialist (25 credits)

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

Minimum GPA 2.00

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

### 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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110 Computer Usage and Applications (3) OR CIS105 Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>CFS183 Contemporary Issues in Adolescence</td>
<td></td>
</tr>
<tr>
<td>CFS249 Transition to Adulthood</td>
<td></td>
</tr>
<tr>
<td>CFS277 Adult-Adolescent Interaction</td>
<td></td>
</tr>
<tr>
<td>FCS250* Portfolio Development and Professional Writing</td>
<td></td>
</tr>
<tr>
<td>FCS260* Family and Consumer Science Internship</td>
<td></td>
</tr>
<tr>
<td>PSY101* Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

### Course Sequence

**Semester 1: 12 credits**

- BPC110 or CIS105 3
- CFS183
- CFS249
- CFS277

**Semester 2: 7 credits**

- FCS250* 3
- FCS260* 1
- PSY101 3

---

### Certificate of Completion in Adult Development and Aging

The Certificate of Completion (CCL) in Adult Development and Aging is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adult day care centers, crisis intervention programs in adult day care centers, crisis intervention programs, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110 Computer Usage and Applications (3) OR CIS105 Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>CFS183 Contemporary Issues in Adolescence</td>
<td></td>
</tr>
<tr>
<td>CFS249 Transition to Adulthood</td>
<td></td>
</tr>
<tr>
<td>CFS251</td>
<td></td>
</tr>
<tr>
<td>FCS252</td>
<td></td>
</tr>
<tr>
<td>FCS250* Portfolio Development and Professional Writing</td>
<td></td>
</tr>
<tr>
<td>FCS260* Family and Consumer Science Internship</td>
<td></td>
</tr>
<tr>
<td>PSY101* Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

### Course Sequence

**Semester 1: 12 credits**

- BPC110 or CIS105 3
- CFS247
- CFS249
- CFS251

**Semester 2: 7 credits**

- CFS252 3
- FCS250* 3
- FCS260* 1

---

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

## Required Courses: 19

<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 (3) OR</td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CIS1120</strong> (3)</td>
<td>3</td>
</tr>
<tr>
<td>CFS247</td>
<td>Family Ties and Aging</td>
<td>3</td>
</tr>
<tr>
<td>CFS249</td>
<td>Transition to Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>CFS251</td>
<td>Transitions: Work to Retirement</td>
<td>3</td>
</tr>
<tr>
<td>CFS252</td>
<td>Contemporary Issues in Aging</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>
</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 Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3) OR</td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CIS1120</strong> (3)</td>
<td>3</td>
</tr>
<tr>
<td>CFS190</td>
<td>Home-Based Visitation</td>
<td>3</td>
</tr>
<tr>
<td>CFS220</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></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>
</tbody>
</table>

## CCL in Child and Family Organizations Management and Administration Suggested Course Sequence

### Semester 1: 12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110 or CIS105</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CFS206</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CFS207</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CFS208</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 2: 7 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS209</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FCS250*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FCS260*</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

## CCL in Parent Education Suggested Course Sequence

### Semester 1: 12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110 or CIS105</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CFS190</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CFS220</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CFS225</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 2: 7 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS243</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FCS250*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FCS260*</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

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

---

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

Certificates & Degrees

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110 or CIS105</td>
<td>3</td>
</tr>
<tr>
<td>CFS205</td>
<td>3</td>
</tr>
<tr>
<td>ENG101* or ENG107*</td>
<td>3</td>
</tr>
<tr>
<td>COM110</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 2: 9-14 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS210</td>
<td>3</td>
</tr>
<tr>
<td>CRE101* or equivalent</td>
<td>0-3</td>
</tr>
<tr>
<td>ENG102* or ENG108*</td>
<td>3</td>
</tr>
<tr>
<td>MAT112* or higher level</td>
<td>3-5</td>
</tr>
</tbody>
</table>

Semester 3: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS157</td>
<td>3</td>
</tr>
<tr>
<td>CFS240</td>
<td>3</td>
</tr>
<tr>
<td>CFS259*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 4: 13 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS250</td>
<td>3</td>
</tr>
<tr>
<td>CFS258*</td>
<td>3</td>
</tr>
<tr>
<td>FON100</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

Associate in Applied Science in Family Life Education

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

CIPS Code: 19.0707

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

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3) <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems <strong>SUN:</strong></td>
<td></td>
</tr>
<tr>
<td>CIS1120</td>
<td>Computer Usage and Applications (3)</td>
<td>3</td>
</tr>
<tr>
<td>CFS205</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CFS210</td>
<td>Family Life Education</td>
<td>3</td>
</tr>
<tr>
<td>CFS240</td>
<td>Human Behavior in Context</td>
<td>3</td>
</tr>
<tr>
<td>CFS250</td>
<td>Social Policy and Families</td>
<td>3</td>
</tr>
<tr>
<td>CFS258*</td>
<td>Families in Society</td>
<td>3</td>
</tr>
<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>
<td>3</td>
</tr>
<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>

*Students must complete one of the following Blocks:*

### Block One - Parent Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS190</td>
<td>Home-Based Visitation</td>
<td>3</td>
</tr>
<tr>
<td>CFS220</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>
</tbody>
</table>

### Block Two – Adolescent Development:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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-Adolescent Interaction</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology <strong>SUN:</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### Block Three - Adult Development and Aging:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS247</td>
<td>Family Ties and Aging</td>
<td>3</td>
</tr>
<tr>
<td>CFS249</td>
<td>Transition to Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>CFS251</td>
<td>Transitions: Work to Retirement</td>
<td>3</td>
</tr>
<tr>
<td>CFS252</td>
<td>Contemporary Issues in Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

### Block Four – Child and Family Organizations Management and Administration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</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>
</tr>
<tr>
<td>CFS209</td>
<td>Child and Family Organizations: Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 5: 10 credits**

Students must complete 1 of 4 blocks:

#### Block 1: Parent Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS190</td>
<td>Home-Based Visitation</td>
<td>3</td>
</tr>
<tr>
<td>CFS220</td>
<td>Introduction to Parenting and Family Development</td>
<td>3</td>
</tr>
<tr>
<td>FCS250*</td>
<td>Family and Consumer Science Internship</td>
<td>3</td>
</tr>
<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Block 2: Adolescent Development:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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>FCS250*</td>
<td>Family and Consumer Science Internship</td>
<td>3</td>
</tr>
<tr>
<td>FCS260*</td>
<td>Family and Consumer Science Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Block 3: Adult Development and Aging:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS247</td>
<td>Family Ties and Aging</td>
<td>3</td>
</tr>
<tr>
<td>CFS249</td>
<td>Transition to Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>CFS251</td>
<td>Transitions: Work to Retirement</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology <strong>SUN:</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Block 4: Child and Family Organizations Management and Administration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</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>
</tr>
<tr>
<td>CFS209</td>
<td>Child and Family Organizations: Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 6: 6 credits**

Students must complete 1 of 4 blocks:

#### Block 1: Parent Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS225</td>
<td>Introduction to Parenting and Family Development</td>
<td>3</td>
</tr>
<tr>
<td>CFS243</td>
<td>Cross-Cultural Parenting</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Block 2: Adolescent Development:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS277</td>
<td>Adult-Adolescent Interaction</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology <strong>SUN:</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Block 3: Adult Development and Aging:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS251</td>
<td>Transitions: Work to Retirement</td>
<td>3</td>
</tr>
<tr>
<td>CFS252</td>
<td>Contemporary Issues in Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Block 4: Child and Family Organizations Management and Administration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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>
<td>3</td>
</tr>
</tbody>
</table>

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in:
- Adolescent Development (19 credits)
- Adult Development and Aging (19 credits)
- Child and Family Organization Management and Administration (19 credits)
- Parent Education (19 credits)
Associate in Applied Science in:
- Family Life Education (62-67 credits)

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

Minimum GPA 2.00

General Education Requirements: 22-27
General Education Core: 12-17

First-Year Composition 6
ENG101* First-Year Composition
ENG102* First-Year Composition
ENG107* First-Year Composition for ESL (3)
ENG108* First-Year Composition for ESL (3)

Oral Communication 3
COM110 Interpersonal Communication

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

Mathematics 3-5
MAT112* Mathematical Concepts and Applications (3) OR Satisfactory completion of a higher level mathematics course MAT142 recommended for students considering transfer to a university.

General Education Distribution: 10

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

Social and Behavioral Sciences 3
CFS157 Marriage and Family Life (3)

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

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

Certificate of Completion in General Business

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

CIPS Code: 52.0101

Required Courses: 12

<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>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

Students should select nine (9) credits from the following courses. Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCxxx</td>
<td>Any ACC Accounting course(s)</td>
<td></td>
</tr>
<tr>
<td>GBSxxx</td>
<td>Any GBS General Business course(s)</td>
<td></td>
</tr>
<tr>
<td>IBSxxx</td>
<td>Any IBS International Business course(s)</td>
<td></td>
</tr>
<tr>
<td>MGTxxx</td>
<td>Any MGT Management course(s)</td>
<td></td>
</tr>
<tr>
<td>MKTxxx</td>
<td>Any MKT Marketing course(s)</td>
<td></td>
</tr>
<tr>
<td>REAxxx</td>
<td>Any REA Real Estate course(s)</td>
<td></td>
</tr>
<tr>
<td>SBSxxx</td>
<td>Any SBS Small Business Management course(s)</td>
<td></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>CIS133DA</td>
<td>Internet/Web Development Level I</td>
<td>3</td>
</tr>
<tr>
<td>EPSxxx</td>
<td>Any EPS Entrepreneurial Studies course(s)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

CCL in General Business Suggested Course Sequence

Semester 1: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</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>

Semester 2: 9 credits

Any Restricted Electives 9

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

**AAS in General Business**

**Suggested Course Sequence**

<table>
<thead>
<tr>
<th>Semester 1: 12 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS105</td>
<td>3</td>
</tr>
<tr>
<td>ECN211 or ECN212 or SBU200</td>
<td>3</td>
</tr>
<tr>
<td>ENG101* or ENG107*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2: 9-14 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101* or equivalent</td>
<td>0-3</td>
</tr>
<tr>
<td>ENG102* or ENG108*</td>
<td>3</td>
</tr>
<tr>
<td>MAT120* or MAT121* or MAT122*</td>
<td>3-5</td>
</tr>
<tr>
<td>ACC111</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3: 13 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GBS110 or MGT175 or MGT251</td>
<td>3</td>
</tr>
<tr>
<td>GBS151</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Oral Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4: 12 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GBS205</td>
<td>3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>3</td>
</tr>
<tr>
<td>MKT271</td>
<td>3</td>
</tr>
<tr>
<td>Any Restricted Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5: 12 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Restricted Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6: 3 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Restricted Electives</td>
<td>3</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**

**Required Courses:**

- ACC111  Accounting Principles I  3
- CIS105  Survey of Computer Information Systems  3
- GBS110  Human Relations in Business and Industry (3) OR
- MGT175  Business Organization and Management (3) OR
- MGT251  Human Relations in Business (3)  3
- GBS151  Introduction to Business  3
- GBS205  Legal, Ethical, and Regulatory Issues in Business  3
- GBS233*  Business Communication  3
- MKT271  Principles of Marketing  3

**Restricted Electives:**

Students should select eighteen (18) credits from the following courses.

Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

- ACCxxx  Any ACC Accounting course(s)  3
- EPSxxx  Any EPS Entrepreneurial Studies course(s)  3
- GBSxxx  Any GBS General Business course(s)  3
- IBSxxx  Any IBS International Business course(s)  3
- MGTxxx  Any MGT Management course(s)  3
- MKTxxx  Any MKT Marketing course(s)  3
- REAxxx  Any REA Real Estate course(s)  3
- SBSxxx  Any SBS Small Business Management course(s)  3
- CIS114DE  Excel Spreadsheet  3
- CIS117DM  Microsoft Access: Database Management  3
- CIS133DA  Internet/Web Development Level I  3

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

**General Education Requirements:** 22-27

**General Education Core:** 12-17

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

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

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

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

### General Education Distribution:
- 10
  - Humanities and Fine Arts (3)
  - Social and Behavioral Sciences (3)
  - Natural Sciences (4)

### Certificates & Degrees Awarded:
- Certificate of Completion in: General Business (21 credits)
- Associate in Applied Science in: General Business (61-66 credits)

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

**Minimum GPA 2.00**

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

**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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET106</td>
<td>Patrol Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET109</td>
<td>Criminal Law</td>
<td>2</td>
</tr>
<tr>
<td>LET110</td>
<td>Fundamentals of Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>LET125</td>
<td>Legal Aspects of Law Enforcement</td>
<td>2</td>
</tr>
<tr>
<td>LET127</td>
<td>Field Problems</td>
<td>2</td>
</tr>
<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>
<td>2</td>
</tr>
<tr>
<td>LET158</td>
<td>Fundamentals of First Aid Care for Law Enforcement</td>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td>LET223</td>
<td>Search and Seizure</td>
<td>1</td>
</tr>
<tr>
<td>LET224</td>
<td>Crime Scene Investigations</td>
<td>4</td>
</tr>
<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>LET285BA</td>
<td>Current Issues in Law Enforcement Technology</td>
<td>2</td>
</tr>
<tr>
<td>LET286</td>
<td>Modern Policing Strategies</td>
<td>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**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET106</td>
<td>Patrol Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET109</td>
<td>Criminal Law</td>
<td>2</td>
</tr>
<tr>
<td>LET110</td>
<td>Fundamentals of Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>LET125</td>
<td>Legal Aspects of Law Enforcement</td>
<td>2</td>
</tr>
<tr>
<td>LET127</td>
<td>Field Problems</td>
<td>2</td>
</tr>
<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>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td>LET223</td>
<td>Search and Seizure</td>
<td>1</td>
</tr>
<tr>
<td>LET224</td>
<td>Crime Scene Investigations</td>
<td>4</td>
</tr>
<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>LET285BA</td>
<td>Current Issues in Law Enforcement Technology</td>
<td>2</td>
</tr>
<tr>
<td>LET286</td>
<td>Modern Policing Strategies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Certificate of Completion in Law Enforcement Technology</td>
<td>39</td>
</tr>
</tbody>
</table>

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

General Education Requirements: 25

**General Education Core:** 15

**First-Year Composition** 6

ENG101* First-Year Composition

SUN  ENG1101 (3)

AND

ENG102* First-Year Composition

SUN  ENG1102 (3) OR

ENG111* Technical and Professional Writing (3)

**Oral Communication** 3

COM100 Introduction to Human Communication

SUN  COM1100 (3) OR

COM230 Small Group Communication

SUN  COM2271 (3)

**Critical Reading** 3

CRE101* College Critical Reading (3) OR

CRE111* Critical Reading for Business and Industry (3)

**Mathematics** 3

Any approved general education course in the Mathematics area.

**General Education Distribution:** 10

**Humanities and Fine Arts** 3

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

**Social and Behavioral Sciences** 3

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

**Natural Sciences** 4

Any approved general education course in the Natural Sciences area.

<table>
<thead>
<tr>
<th>Semester 3: 11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET125</td>
</tr>
<tr>
<td>LET127</td>
</tr>
<tr>
<td>LET146</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
</tr>
</tbody>
</table>

**Semester 4: 12 credits**

| LET158       |
| LET202       |
| LET203       |
| LET211       |
| Natural Sciences |
| 4           |

**Semester 5: 11 credits**

| LET223       |
| LET224       |
| LET282       |
| LET285BA     |
| 2           |

**Semester 6: 8 credits**

| LET284       |
| LET286       |
| 4           |

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

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

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

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

**Minimum GPA 2.00**

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

Certificate of Completion in Military Leadership

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

CIPS Code: 52.0213

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

Required Courses: 18
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3)
CIS1120

GBS233* Business Communication (3)
MGT229 Management and Leadership I (3)
MGT251 Human Relations in Business (3) OR
PAD122 Public Sector Human Resources Management (3)

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

CIPS Code: 52.0213

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

* Indicates course has a Prerequisite and/or Corequisite.


<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Completion in Military Leadership</td>
<td>18</td>
</tr>
<tr>
<td>PAD170 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.

<table>
<thead>
<tr>
<th>General Education Requirements:</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core:</td>
<td>15</td>
</tr>
</tbody>
</table>

**First-Year Composition** 6

<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>OR</td>
<td>ENG107*</td>
<td>First-Year Composition for ESL (3)</td>
</tr>
<tr>
<td>OR</td>
<td>ENG102*</td>
<td>First-Year Composition</td>
</tr>
<tr>
<td>OR</td>
<td>ENG108*</td>
<td>First-Year Composition for ESL (3)</td>
</tr>
<tr>
<td>OR</td>
<td>ENG111*</td>
<td>Technical and Professional Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM100</td>
<td>Introduction to Human Communication</td>
</tr>
<tr>
<td>OR</td>
<td>COM110 Interpersonal Communication</td>
</tr>
<tr>
<td>OR</td>
<td>COM225* Public Speaking (3)</td>
</tr>
<tr>
<td>OR</td>
<td>COM230 Small Group Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101*</td>
<td>College Critical Reading (3)</td>
</tr>
<tr>
<td>OR</td>
<td>CRE111* Critical Reading for Business and Industry (3)</td>
</tr>
<tr>
<td>Equivalent as indicated by assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT122*</td>
<td>Intermediate Algebra (3)</td>
</tr>
<tr>
<td>Satisfactory completion of a higher level mathematics course.</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Distribution:** 10

<table>
<thead>
<tr>
<th>Humanities and Fine Arts</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any approved general education course in the Humanities and Fine Arts area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and Behavioral Sciences</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any approved general education course in the Social and Behavioral Sciences area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any approved general education course in the Natural Sciences area.</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates course has a Prerequisite and/or Corequisite.

<table>
<thead>
<tr>
<th>Semester 4: 13 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Any Restricted Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5: 12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Restricted Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6: 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Restricted Electives</td>
</tr>
</tbody>
</table>

**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**
Certificates & Degrees

Mobile Apps Programming

CCL in Mobile Apps Programming Suggested Course Sequence

Semester 1: 0-29 credits
CIS150* and
CCL in Programming or permission of Department or Division Chair 0-29

Semester 2: 7 credits
CIS120DF 3
CIS121AI 1
CIS165DA* 3

Semester 3: 9 credits
CIS132 3
CIS165* 3
CIS165DB* 3

Certificate of Completion in Mobile Apps Programming

The Certificate of Completion (CCL) in Mobile Apps Programming is designed to prepare individuals with the skills necessary to develop and distribute applications for mobile devices. Courses will include Mac Operating System, Adobe Photoshop, and Hypertext Markup Language (HTML)/Cascading Styles Sheets (CSS) for the development of iPhone, Android, and Windows 8 App development.

CIPS Code: 11.0201

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

Program Prerequisites: 0-29
CIS150* Programming Fundamentals (3)
AND
Certificate of Completion in Programming (21-26)
OR
Certificate of Completion in Programming and System Analysis (24)
OR
Permission of Department or Division Chair. 0-29

Required Courses: 16
CIS120DF Computer Graphics: Adobe Photoshop 3
CIS121AI Mac Operating System 1
CIS132 HTML/CSS 3
CIS165* Introduction to iPhone Application Programming 3
CIS165DA* Android Mobile Device Programming 3
CIS165DB* C#/VB.NET: Windows 8 Mobile App Development 3

Certificate of Completion in Programming

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

CIPS Code: 11.0201

* Indicates course has a Prerequisite and/or Corequisite.
Mobile Apps Programming

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

Program Prerequisites: 0-5
Students selecting CSC110 in the Required Courses area must complete MAT120/MAT121/MAT122.
MAT120* Intermediate Algebra (5) OR
MAT121* Intermediate Algebra (4) OR
MAT122* Intermediate Algebra (3) OR
Permission of Instructor 0-5

Required Courses: 21
CIS105 Survey of Computer Information Systems
CIS119DO* Introduction to Oracle: SQL (3) OR
CIS276DA* MySQL Database (3) OR
CIS276DB* SQL Server Database (3)
CIS159* Visual Basic Programming I
CIS162AD* C#: Level I
CIS163AA* Java Programming: Level I (3) OR
CSC110* Introduction to Computer Science (Java) (3)
CSC225AB* Object-Oriented Analysis and Design (3) OR
CSC205* Object Oriented Programming and Data Structures (3)
CIS259* Visual Basic Programming II (3) OR
CIS262AD* C# Level II (3) OR
CIS263AA* Java Programming: Level II (3)

Associate in Applied Science in Mobile Apps Programming

The Associate in Applied Science (AAS) in Mobile Apps Programming is designed to provide information and training on the programming aspect of technology. Individuals will be provided with the opportunity to develop skills necessary to work in the programming field including mobile applications programming. The program also includes a Certificate of Completion (CCL) in Programming, a Certificate of Completion (CCL) in Programming and System Analysis, and a Certificate of Completion (CCL) in Mobile Apps Programming.

Program Notes:
Student will need to consult with a program advisor on availability of Certificate of Completion programs.
Program requirements for CCL/5047 in Programming or CCL/5048 in Programming and System Analysis may be taken in the CCL/5793 Mobile Apps Programming.

CCL in Programming Suggested Course Sequence

Semester 1: 3-8 credits
Students selecting CSC110 in the Required Courses area must complete MAT120/MAT121/MAT122.
MAT120* or MAT121* or MAT122* 0-5
CIS105 3

Semester 2: 12 credits
CIS119DO* or CIS276DA* or CIS276DB* 3
CIS159* 3
CIS163AA* or CSC110* 3

Semester 3: 6 credits
CIS162AD* 3
CIS225AB* or CSC205* 3
CIS259* or CIS262AD* or CIS263AA* 3
Note: Students who choose to take CIS262AD will need to complete it in the following semester in order to complete the course prerequisite of CIS162AD.

AAS in Mobile Apps Programming Suggested Course Sequence

Semester 1: 12-14 credits
CIS105 3
COM100 3
ENG101* or ENG107* 3
MAT120* or MAT121* or MAT122* 3

Semester 2: 9-12 credits
CIS119DO* or CIS276DA* or CIS276DB* 3
CIS159* 3
CIS162AD* 3
CRE101* or CRE111* or equivalent 0-3

* Indicates course has a Prerequisite and/or Corequisite.
Mobile Apps Programming

**Semester 3: 12 credits**
- CIS163AA* or CSC110* 3
- CIS225AB* or CSC205* 3
- ENG102* or ENG108* 3
- Humanities & Fine Arts 3

**Semester 4: 13 credits**
- CIS150* 3
- CIS259* or CIS262AD* or CIS263AA* 3
- Natural Sciences 3
- Social & Behavioral Sciences 3

**Semester 5: 10 credits**
- CIS120DF 3
- CIS121AI 1
- CIS132 3
- CIS165* 3

**Semester 6: 6 credits**
- CIS165DA* 3
- CIS165DB* 3

**Certificate(s) or Degree(s) Awarded:**
Certificate of Completion in:
- Mobile Apps Programming (16-45 credits)
- Mobile Apps Programming (21-26 credits)

**Required Courses:** 37-45

Certificate of Completion in Programming (21-26)
**OR**
Certificate of Completion in Programming and System Analysis (24)
**AND**
Certificate of Completion in Mobile Apps Programming (16-45)

**General Education Requirements:** 19-27

**General Education Core:** 9-17

**First-Year Composition** 6
- ENG101*  First-Year Composition
- ENG107*  First-Year Composition for ESL (3)
- ENG102*  First-Year Composition

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

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

**Mathematics** 0-5
Mathematics may be met by MAT120, or MAT121, or MAT122 if taken in Required Courses area.
- MAT120*  Intermediate Algebra (5) OR
- MAT121*  Intermediate Algebra (4) OR
- MAT122*  Intermediate Algebra (3) OR
Satisfactory completion of a higher level mathematics course

**General Education Distribution:** 10

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

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

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

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.
Certified in Organizational Leadership

The Certificate of Completion (CCL) in Organizational Leadership is designed to prepare students with knowledge and skills needed in today’s changing workplace. The program provides leadership and communication skills and techniques for planning, directing, and evaluating business situations. This program also emphasizes procedures for effective allocation of time, money, materials, space, and personnel. An Associate in Applied Science (AAS) in Organizational Management is also available.

CIPS Code: 52.0201

Program Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101*</td>
<td>3</td>
</tr>
<tr>
<td>ENG107*</td>
<td>3</td>
</tr>
<tr>
<td>Permission of Department or Division</td>
<td>0</td>
</tr>
</tbody>
</table>

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>3</td>
</tr>
<tr>
<td>CIS105</td>
<td>3</td>
</tr>
<tr>
<td>GBS110</td>
<td>3</td>
</tr>
<tr>
<td>MGT251</td>
<td>3</td>
</tr>
<tr>
<td>GBS151</td>
<td>3</td>
</tr>
<tr>
<td>GBSS23*</td>
<td>3</td>
</tr>
<tr>
<td>MGT175</td>
<td>3</td>
</tr>
<tr>
<td>TQM240</td>
<td>3</td>
</tr>
<tr>
<td>MGT101</td>
<td>3</td>
</tr>
<tr>
<td>MGT229</td>
<td>3</td>
</tr>
</tbody>
</table>

Associate in Applied Science in Organizational Management

The Associate in Applied Science (AAS) in Organizational Management program is designed with a customized curriculum specific to the student’s individual needs in addition to the knowledge and skills needed in today’s changing workplace. The program provides leadership and communication skills and techniques for planning, directing, and evaluating business situations, with an emphasis on effective allocation of time, money, materials, space, and personnel. A Certificate of Completion (CCL) in Organizational Leadership is also available.

CIPS Code: 52.1003

* Indicates course has a Prerequisite and/or Corequisite.
Certificate(s) & Degrees

Organizational Management

AAS in Organizational Management Suggested Course Sequence

Semester 1: 12 credits
- BPC110 or CIS105 3
- ENG101* or ENG107* 0-3
- GBS110 or MGT251 3
- Oral Communications 3

Semester 2: 9-14 credits
- CRE101* or equivalent 0-3
- ENG102* or ENG108* 3
- GBS151 3
- Mathematics course 3-5

Semester 3: 12 credits
- GBS233* 3
- MGT175 or TQM240 3
- Humanities & Fine Arts 3
- Social & Behavioral Sciences 3

Semester 4: 13 credits
- MGT101 or MGT229 3
- Natural Sciences 4
- Any Restricted Electives 6

Semester 5: 9-14 credits
- Any Restricted Electives 9-14

Required Courses: 18
- Certificate of Completion in Organizational Leadership 18

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

General Education Requirements: 22-27

General Education Core: 12-17

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

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

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

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

General Education Distribution: 10

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

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

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

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.
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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3) OR</td>
<td></td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>CIS1120</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CRE101*</td>
<td>College Critical Reading (3) OR</td>
<td>0-3</td>
</tr>
<tr>
<td>ENG101*</td>
<td>First-Year Composition</td>
<td></td>
</tr>
<tr>
<td>ENG107*</td>
<td>First-Year Composition for ESL (3) OR</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.
**Paralegal**

AAS in Paralegal

**Suggested Course Sequence**

**Semester 1: 9 credits**
- BPC110 or CIS105 3
- ENG101* or ENG107* 3
- COM100 or COM110 or COM230 3

**Semester 2: 9-12 credits**
- CRE101* or equivalent 0-3
- ENG102* or ENG111* 3
- MAT112* or higher level 3
- PAR102 3

**Semester 3: 12 credits**
- PAR104* 3
- PAR106 3
- PAR112* 3
- Social & Behavioral Sciences 3

**Semester 4: 13 credits**
- PAR114* 3
- PAR222* 3
- Humanities & Fine Arts 3
- Natural Sciences 4

**Semester 5: 12 credits**
- PAR206* 3
- PAR208* 3
- PAR220* 3
- PAR224* 3

**Semester 6: 6-9 credits**
- Any Restricted Electives 6-9

---

**Associate in Applied Science in Paralegal**

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

**CIPS Code: 22.0302**

**Required Courses:**

- Certificate of Completion in Paralegal 36-39

**Restricted Electives:**

- PAR104* Family Law for the Paralegal 3
- PAR106 Elder Law for the Paralegal 3
- PAR107 Bankruptcy Law for the Paralegal 3
- PAR108 Real Estate Law for the Paralegal 3
- PAR109 Administrative Law for the Paralegal 3
- PAR110 Corporate Law for the Paralegal 3
- PAR111 Paralegals and Environmental Law 3
- PAR112 Paralegals and Immigration Law 3
- PAR113 Legal Investigation 3
- PAR114 Paralegal Internship Skills 1
- PAR115 Internship for the Paralegal 2
- PARxxx Any PAR Paralegal Studies Course 1-3
- ENG101 First-Year Composition (3)
- ENG102 First-Year Composition (3) OR ENG1102
- ENG108 First-Year Composition for ESL OR ENG111 Technical and Professional Writing (3)

**General Education Requirements:**

- American National Government 3
- Arizona Constitution 1
- U.S. Constitution 2

---

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

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

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

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

#### General Education Distribution:
10

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

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

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

---

**Certificate(s) or Degree(s) Awarded:**
- Certificate of Completion in: Paralegal (36-39 credits)
- Associate in Applied Science in: Paralegal (64 credits)

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

**Minimum GPA 2.00**

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

CCL in Public Administration Suggested Course Sequence

Semester 1: 9 credits
PAD100 3
PAD107 3
PAD122 3

Semester 2: 9 credits
PAD170 3
PAD200* 3
POS110 3

Certificate of Completion in Public Administration

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

CIPS Code: 52.0204

Required Courses: 18
PAD100 21st Century Public Policy and Service 3
PAD107 Public Finance Administration 3
PAD122 Public Sector Human Resources Management 3
PAD170 Public Sector Organizational Behavior 3
PAD200* Public Affairs Economics 3
POS110 American National Government 3

Associate in Applied Science in Public Administration

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

CIPS Code: 52.0204

Required Courses: 18
Certificate of Completion in Public Administration 18

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

Restricted Electives: 21

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

ACC111 Accounting Principles I 3
ACC112* Accounting Principles II (3) OR
ACC230* Uses of Accounting Information I (3) 3
ACC212* Managerial Accounting 3
ACC240* Uses of Accounting Information II (3) 3
ECN211 Macroeconomic Principles 3
ECN212 Microeconomic Principles 3
GBS151 Introduction to Business 3
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
GBS233* Business Communication 3
MGT175 Business Organization and Management 3
MGT229 Management and Leadership I 3
POS221 Arizona Constitution 1
PSY101 Introduction to Psychology 3
SOC101 Introduction to Sociology 3
SOC102 Gender and Society 3
CISxxx Any CIS Computer Information Systems course
HCCxxx Any HCC Health Core Curriculum course
HCRxxx Any HCR Health Care Related course
HSxxx Any HSA Human Services Administration course
LBxxx Any LBS Library Skills course
LETx Any LET Law Enforcement Technology course
PADxxx Any PAD Public Administration course

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

ENG101* First-Year Composition 3
ENG102* First-Year Composition 3
ENG104* First-Year Composition for ESL (3) AND
ENG107* First-Year Composition for ESL (3) OR

AAS in Public Administration Suggested Course Sequence

Semester 1: 12 credits
COM100 or COM230 3
ENG101* or ENG107* 3
PAD100 3
Humanities & Fine Arts 3

Semester 2: 9-12 credits
CRE101* or equivalent 0-3
ENG102* or ENG108* 3
MAT112* or MAT122* 3
PAD107 3

Semester 3: 13 credits
PAD122 3
PAD200* 3
Natural Sciences 3
Social & Behavioral Sciences 3

Semester 4: 12 credits
PAD170 3
POS110 3
Any Restricted Electives 6

Semester 5: 12 credits
Any Restricted Electives 12

Semester 6: 3 credits
Any Restricted Electives 3

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

Certificate(s) or Degree(s) Awarded:
Certificates of Completion in:
Public Administration (18 credits)
Associate in Applied Science in:
Public Administration (61-64 credits)

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

Minimum GPA 2.00

Oral Communication 3
COM100 Introduction to Human Communication
COM230 Small Group Communication

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

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

General Education Distribution: 10

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

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

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

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

Certificate of Completion in Quality Customer Service

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

CIPS Code: 52.0411

Required Courses: 13-14

<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) OR</td>
<td>2-3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>Business Communication (3)</td>
<td></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>

For additional Educational Partnership Programs in Quality Customer Service, see pages 205-212.

CCL in Quality Customer Service Suggested Course Sequence

Semester 1: 11-12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM110</td>
<td>3</td>
</tr>
<tr>
<td>GBS175</td>
<td>3</td>
</tr>
<tr>
<td>TQM101</td>
<td>3</td>
</tr>
<tr>
<td>TQM105*</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Semester 2: 5 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQM230</td>
<td>2</td>
</tr>
<tr>
<td>Any Restricted Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

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

AAS in Quality Customer Service Suggested Course Sequence

**Semester 1: 12 credits**
- COM100 3
- ENG101* or ENG107* 3
- GBS175 3
- TQM101 3

**Semester 2: 10-14 credits**
- COM110 3
- CRE101* or CRE111* or equivalent 0.3
- MAT112* or higher level 3
- TQM105* or GBS233* 3
- TQM230* 2

**Semester 3: 12 credits**
- ENG102* or ENG108* or ENG111* 3
- Humanities & Fine Arts 3
- Any BPCxxx or COM263 or MGT172 or SOC212 or TQM200 or TQM205 3
- Any Restricted Electives 3

**Semester 4: 13 credits**
- Natural Sciences 4
- Social & Behavioral Sciences 3
- Any Restricted Electives 6

**Semester 5: 13-14 credits**
- Any Restricted Electives 13-14

---

### Associate in Applied Science in Quality Customer Service

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

**CIPS Code: 52.0411**

**Required Courses:**

16-17

Certificate of Completion in Quality Customer Service

**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.
- CSLxxx Any CSI Credit Services Industry course.
- CSRxxx Any CSR Customer Service Representative course.
- GBSxxx Any GBS General Business course.
- HSAxxx Any HSA Human Services Administration course.
- MGTxxx Any MGT Management course.
- PADxxx Any PAD Public Administration course.
- PGRxxx Any PGR Professional Growth course.
- PHTxxx Any PHT Pharmacy Technology course.
- PRMxxx Any PRM Property Management course.
- SBSxxx Any SBS Small Business Management course.
- TLTxxx Any TLT Telecommunications Technology course.
- TQMxxx Any TQM Total Quality Management course.
- TVLxxx Any TVL Travel Agent Technology course.
- UCSxxx Any UCS Utilities Customer Service course.

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

**General Education Requirements:** 22-25

**General Education Core:** 12-15

**First-Year Composition**
- ENG101* First-Year Composition
- ENG107* First-Year Composition for ESL (3)
- ENG102* First-Year Composition
- ENG108* First-Year Composition for ESL (3)
- ENG111* Technical and Professional Writing (3)

**Oral Communication**
- COM100 Introduction to Human Communication

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

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

**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: Quality Customer Service (16-17 credits)
- Associate in Applied Science in: Quality Customer Service (61-64 credits)

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

**Minimum GPA 2.00**

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

**CCL in Retail Management**

**Suggested Course Sequence**

**Semester 1: 12 credits**

- ACC111 or ACC211 3
- BPC110 or CIS105 3
- COM100 3
- GBS110 or MGT251 3

**Semester 2: 12 credits**

- MGT180 or GBS270AC* or GBS296WC or GBS298AC* 3
- MGT101 or MGT229 3
- MGT179 or MGT276 3
- MKT271 3

**Certificate of Completion in Retail Management**

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

**CIPS Code: 52.1401**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC211</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC2201</td>
<td>* Accounting Principles II</td>
<td>3</td>
</tr>
<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>COM100</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>GBS110</td>
<td>Human Relations in Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>GBS270AC*</td>
<td>Business Internship</td>
<td>3</td>
</tr>
<tr>
<td>GBS296WC*</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
<tr>
<td>GBS298AC*</td>
<td>Special Projects</td>
<td>3</td>
</tr>
<tr>
<td>MGT101</td>
<td>Techniques of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>MGT180</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT179</td>
<td>Utilizing the Human Resources Department</td>
<td>3</td>
</tr>
<tr>
<td>MKT276</td>
<td>Personnel/Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT229</td>
<td>Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MKT271</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Associate in Applied Science in Retail Management

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

CIPS Code: 52.1401

Required Courses: 24-27

Choose one of the following three accounting sequences:

ACC111  Accounting Principles I (3) AND
ACC230*  Uses of Accounting Information I (3) AND
ACC240*  Uses of Accounting Information II (3) OR
ACC111  Accounting Principles I (3) AND
ACC112*  Accounting Principles II (3) AND
ACC212*  Managerial Accounting (3) OR
ACC211  Financial Accounting (3) AND
ACC212*  Managerial Accounting (3) 6-9
BPC110  Computer Usage and Applications (3) OR
CIS105  Survey of Computer Information Systems SUNY CIS1120  (3) 3
GBS110  Human Relations in Business and Industry (3) OR
MTG251  Human Relations in Business (3) 3
MTG101  Techniques of Supervision (3) OR
MTG229  Management and Leadership I (3) 3
MTG179  Utilizing the Human Resources Department (3) OR
MTG276  Personnel/Human Resources Management (3) 3
MTK268  Merchandising (3) OR
MTG180  Retail Management (3) 3
MTK271  Principles of Marketing 3

Restricted Electives: 9-15

Student must complete additional nine (9) to fifteen (15) credits from GBS, MGT, and/or MKT prefixed courses (except courses used to satisfy Required Courses area nor excluded below) to complete a minimum of 61 total program credits. Must include at least one MKT course.

GBSxxx  Any GBS General Business course(s) 0-12
MGTxxx  Any MGT Management course(s) except MGT180 0-12
MKTxxx  Any MKT Marketing course(s) except MKT268 3-15

AAS in Retail Management Suggested Course Sequence

Semester 1: 12 credits
ACC111 or ACC211  3
BPC110 or CIS105  3
COM100  3
ENG101* or ENG107*  3

Semester 2: 6-14 credits
ACC112* or ACC230*  0-3
CRE101* or equivalent  0-3
ENG102* or ENG108* or ENG111*  3
Mathematics 3-5

Semester 3: 12 credits
ACC212* or ACC240*  3
GBS110 or MTG251  3
SBU200  3
Humanities & Fine Arts 3

Semester 4: 13 credits
MTG101 or MTG229  3
MTG179 or MTG276  3
MTG180 or MKT268  3
Natural Sciences 4

Semester 5: 12 credits
MTK271  3
Any Restricted Electives 9

Semester 6: 0-6 credits
Any Restricted Electives 0-6

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

Certificate(s) or Degree(s) Awarded:
Certificate of Completion in: Retail Management (24 credits)
Associate in Applied Science in: Retail Management (61-63 credits)

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

Minimum GPA 2.00

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition 6
ENG101* First-Year Composition
ENG107* First-Year Composition for ESL (3) OR
ENG102* First-Year Composition
ENG108* First-Year Composition for ESL (3) OR
ENG111* Technical and Professional Writing (3)
(Note: ENG102 or ENG108 recommended for students pursuing a BAS degree at an Arizona university.)

Oral Communication 3
COM100 Introduction to Human Communication (3)

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

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

General Education Distribution: 10

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

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

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

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

Certificate of Completion in Small Business Start-Up

The Certificate of Completion (CCL) in Small Business Start-Up program is designed to meet the needs of individuals who wish to become entrepreneurs. Courses provide a background in marketing, management, finance, and a capstone course in which students complete a business plan. The goal of the Small Business Start-Up certificate is to create a foundation for prospective small business owners and contribute to the long-term success of the business community.

CIPS Code: 52.0703

Required Courses: 12

- MGT253  Owning and Operating a Small Business  3
- MKT271  Principles of Marketing  3
- SBS213  Hiring and Managing Employees  1
- SBS214  Small Business Customer Relations  1
- SBS220  Internet Marketing for Small Business  2
- SBS230  Financial and Tax Management for Small Business  2

Certification(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
Certification in Sustainable Food Systems

**Certificate of Completion in Sustainable Food Systems**

The Certificate of Completion (CCL) in Sustainable Food Systems program is designed for students who want to learn about historical events that mark the nation’s current food model and take part in creating solutions to alter this model to produce a more sustainable food system worldwide. Course topics include concepts covering gardening concepts, food safety and security, sustainability principles and strategies, global food systems and sustainable food productions systems. Students may also earn certification in a national food service safety and sanitation program. An Associate in Applied Science (AAS) degree in Sustainable Food Systems is also available.

**CIPS Code: 19.0505**

**Admission Criteria:**

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

**Program Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101*</td>
<td>3</td>
</tr>
<tr>
<td>ENG107*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS182</td>
<td>2</td>
</tr>
<tr>
<td>FON104</td>
<td>1</td>
</tr>
<tr>
<td>FON161</td>
<td>3</td>
</tr>
<tr>
<td>SUS100</td>
<td>3</td>
</tr>
</tbody>
</table>

**Restricted Electives:**

Students must choose nine (9) credits from the list of Restricted Electives below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL105</td>
<td>3</td>
</tr>
<tr>
<td>CUL113</td>
<td>3</td>
</tr>
<tr>
<td>FON100</td>
<td>3</td>
</tr>
<tr>
<td>FON135</td>
<td>3</td>
</tr>
<tr>
<td>FON143</td>
<td>3</td>
</tr>
<tr>
<td>FON163*</td>
<td>3</td>
</tr>
<tr>
<td>FON165</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Associate in Applied Science in Sustainable Food Systems

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

**CIPS Code: 19.0505**

### Admission Criteria:

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

### Required Courses: 21

Certificate of Completion in Sustainable Food Systems 21

### Restricted Electives: 18-22

Students must select eighteen (18) to twenty-two (22) credits from the list of Restricted Electives below except courses used to satisfy the Required Courses area:

- AGS260 Origin and Composition of Soils 4
- CUL105 Principles and Skills for Professional Cooking 3
- CUL113 Commercial Baking Techniques 3
- FON100 Introductory Nutrition 3
- FON135 Sustainable Cooking 3
- FON143 Food and Culture 3
- FON162 Organic Foods Production 3
- FON163 Sustainable Restaurant Practices 3
- FON165 Food Entrepreneurship 3
- FON285* Food and Nutrition Studies Internship 4
- PHI216 Environmental Ethics 3
- SUS110 Sustainable World 3
- SSH111 Sustainable Cities 3

### AAS in Sustainable Food Systems Suggested Course Sequence

#### Semester 1: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM100 or COM110</td>
<td>3</td>
</tr>
<tr>
<td>ENG101* or ENG107*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Semester 2: 12-15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS182</td>
<td>2</td>
</tr>
<tr>
<td>CRE101* or CRE111* or equivalent</td>
<td>0-3</td>
</tr>
<tr>
<td>FON104</td>
<td>1</td>
</tr>
<tr>
<td>FON161</td>
<td>3</td>
</tr>
<tr>
<td>MAT112* or higher level</td>
<td>3</td>
</tr>
<tr>
<td>SUS100</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Semester 3: 12-13 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO105 or CHM107</td>
<td>3-4</td>
</tr>
<tr>
<td>ENG102* or ENG108* or ENG111*</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also choose six (6) credits from the list of courses below:

- CUL105 or CUL113 or FON100 or FON135 or FON143 or FON165 6

#### Semester 4: 12 credits

Students must also choose three (3) credits from the list of courses below:

- CUL105 or CUL113 or FON100 or FON135 or FON143 or FON165 3

Any Restricted Electives 9

#### Semester 5: 9-13 credits

Any Restricted Electives 9-13

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

**Certificate(s) or Degree(s) Awarded:**
Certificate of Completion in: Sustainable Food Systems (21 credits)
Associate in Applied Science in: Sustainable Food Systems (61 credits)

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

**Minimum GPA 2.00**

**General Education Requirements:** 18-22

**General Education Core:** 9-12

**First-Year Composition** 3
Met by ENG101* or ENG107* in the Required Courses area AND
ENG102* First-Year Composition (ENG1102 (3) OR
ENG108* First-Year Composition for ESL (3) OR
ENG111* Technical and Professional Writing (3)

**Oral Communication** 3
COM100 Introduction to Human Communication (COM1100 (3) OR
COM110 Interpersonal Communication (COM1100 (3)

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

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

**General Education Distribution:** 9-10

**Humanities and Fine Arts** 3
Any approved general education course in the Humanities and Fine Arts area.
(PHI216 or SSH111 is recommended.)

**Social and Behavioral Sciences** 3
Any approved general education course from the Social and Behavioral Sciences area
(SSH111 is recommended.)

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

---

* Indicates course has a Prerequisite and/or Corequisite.
In addition to degrees and certificates, Rio Salado College offers other recognitions of academic achievement for students who would like additional expertise in a variety of subject areas. Recognitions of academic achievement include academic certificates and teacher education programs. These programs are designed to provide students with additional knowledge and expertise in specific areas; however, program completion does not guarantee employment in a specific occupation.

www.riosalado.edu/programs
RECOGNITION OF ACADEMIC ACHIEVEMENT
Recognition of Academic Achievement

Child and Family Professional Development
Academic Certificate in:
Child and Family Professional Development

Creative Writing
Academic Certificate in:
Creative Writing

K-12 eLearning
Academic Certificate in:
K-12 eLearning Design
K-12 Online Teaching

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

Language Studies
Academic Certificate in:
Language Studies

Spanish and Spanish Culture
Academic Certificate in:
Spanish and Spanish Culture

Sustainability and Ecological Literacy
Academic Certificate in:
Sustainability and Ecological Literacy

Undergraduate Bachelor’s Degree Pathways
Recognition of Academic Achievement in:
Elementary Education Grades 1-8
Secondary Education - Business Grades 6-12
Secondary Education - English Grades 6-12
Secondary Education - History Grades 6-12
Secondary Education - Mathematics Grades 6-12
Secondary Education - Science Grades 6-12
Special Education K-12 Cross-Categorical

Post-Baccalaureate Programs
Recognition of Academic Achievement in:
Early Childhood Education Birth-Grade 3
Elementary Education Grades 1-8
Secondary Education Grades 6-12
Special Education K-12 Cross-Categorical
Arts Education PreK-12
Dance Arts Education PreK-12
Dramatic Arts Education PreK-12
Music Education PreK-12

Teacher-in-Residence Programs
Recognition of Academic Achievement in:
Elementary Education Grades 1-8
Secondary Education Grades 6-12
Special Education K-12 Cross-Categorical
Arts Education K-12: Fine Arts
Arts Education K-12: Dance Education
Arts Education K-12: Dramatic Arts Education
Arts Education K-12: Music Education

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

Child and Family Professional Development
Academic Certificate in:
Child and Family Professional Development

Creative Writing
Academic Certificate in:
Creative Writing

K-12 eLearning
Academic Certificate in:
K-12 eLearning Design
K-12 Online Teaching

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

Language Studies
Academic Certificate in:
Language Studies

Spanish and Spanish Culture
Academic Certificate in:
Spanish and Spanish Culture

Sustainability and Ecological Literacy
Academic Certificate in:
Sustainability and Ecological Literacy

Undergraduate Bachelor’s Degree Pathways
Recognition of Academic Achievement in:
Elementary Education Grades 1-8
Secondary Education - Business Grades 6-12
Secondary Education - English Grades 6-12
Secondary Education - History Grades 6-12
Secondary Education - Mathematics Grades 6-12
Secondary Education - Science Grades 6-12
Special Education K-12 Cross-Categorical

Post-Baccalaureate Programs
Recognition of Academic Achievement in:
Early Childhood Education Birth-Grade 3
Elementary Education Grades 1-8
Secondary Education Grades 6-12
Special Education K-12 Cross-Categorical
Arts Education PreK-12
Dance Arts Education PreK-12
Dramatic Arts Education PreK-12
Music Education PreK-12

Teacher-in-Residence Programs
Recognition of Academic Achievement in:
Elementary Education Grades 1-8
Secondary Education Grades 6-12
Special Education K-12 Cross-Categorical
Arts Education K-12: Fine Arts
Arts Education K-12: Dance Education
Arts Education K-12: Dramatic Arts Education
Arts Education K-12: Music Education

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

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

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

**CIPS Code: 13.1210**

**Program Notes:**

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

**Required Core:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH253*</td>
<td>National Credential Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Academic Specialization:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>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 (1) OR</td>
<td></td>
</tr>
<tr>
<td>EED261*</td>
<td>Early Childhood Preschool Internship (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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

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

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

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

### Semester 2: 7 credits

#### Block 1: Family Child Care
- **CFS164**  3  
- **ECH253**  3  
- **EED260** (1) or **EED261** (1)  1

#### Block 2: Infant Toddler
- **ECH253**  3  
- **EED260**  1  
- **ITD220**  3

#### Block 3: Preschool
- **ECH128**  3  
- **ECH253**  3  
- **EED261**  1

#### Block 4: Home Visitor
- **CFS190**  3  
- **ECH253**  3  
- **FCS260**  1

#### Block 5: School Age
- **CFS206**  3  
- **ECH253**  3  
- **FCS260**  1

### Certificate(s) or Degree(s) Awarded:
- Academic Certificate in: Child and Family Professional Development (16 credits)

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

**Minimum GPA 2.00**

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

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

CIPS Code: 23.1302

Admission Criteria:

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

Required Courses: 21

ENG210 may be substituted for CRW150 with permission of Program Director.

CRW150 Introduction to Creative Writing 3
CRW200 must be repeated for a total of two (2) credits.
CRW200* (1) 2
CRW201* Portfolio (1) 1

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

Series I: 6

Students must complete two (2) of the following courses for a total of six (6) credits.

CRW120 Introduction to Writing Children's Literature 3
CRW160 Introduction to Writing Poetry 3
CRW170 Introduction to Writing Fiction 3
CRW172 Introduction to Comic Book Writing 3
CRW180 Introduction to Writing Nonfiction 3
CRW190 Introduction to Screenwriting 3
THE118 Playwriting 3

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

**Series II:**

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

- CRW202* The Writer as Witness 3
- CRW203* Dialogue 3
- CRW204* Journaling 3
- CRW220* Intermediate Writing Children's Literature 3
- CRW251 Topics in Creative Writing 3
- CRW260* Intermediate Poetry Writing 3
- CRW261* Topics in Writing: Poetry 3
- CRW270* Intermediate Fiction Writing 3
- CRW271* Topics in Writing: Fiction 3
- CRW272* Planning and Structuring the Novel 3
- CRW273* Writing the Novel 3
- CRW274* Revising the Novel 3
- CRW281* Topics in Writing: Non-Fiction 3
- CRW290* Intermediate Screenwriting 3
- CRW291* Topics in Writing: Plays 3

**Restricted Electives:**

- CRWxxx* Any CRW Creative Writing prefixed course not listed under Required Courses area. 1-3
- ENG235 Magazine Article Writing 3
- ENG/THE260 Film Analysis 3
- ENHxxx* Any ENH English Humanities prefixed course 3
- HUM/THF210 Contemporary Cinema 3

**Semester 2: 12 credits**

**Series II:**

*Students must complete nine (9) credits from Series II courses below in consultation with a Program Director.*

- CRW202* 3
- CRW203* 3
- CRW204* 3
- CRW220* 3
- CRW251 3
- CRW260* 3
- CRW261* 3
- CRW270* 3
- CRW271* 3
- CRW272* 3
- CRW273* 3
- CRW274* 3
- CRW281* 3
- CRW290* 3
- CRW291* 3

**AND**

Select three (3) credits from the list of Restricted Electives 3

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

Academic Certificate in:

- Creative Writing

(24 credits)

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

**Minimum GPA 2.00**

*Indicates course has a Prerequisite and/or Corequisite.*
# K-12 eLearning Design

**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:**

<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)

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

**Minimum GPA 2.00**

---

* Indicates course has a Prerequisite and/or Corequisite.
K-12 Online Teaching

Academic Certificate in K-12 Online Teaching

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

CIPS Code: 13.0501

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

Required Courses: 18

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

AC in K-12 Online Teaching Suggested Course Sequence:

Semester 1: 12 credits
ELN105* or ELN106* 3
ELN107* 3
ELN108* 3
ELN109* 3

Semester 2: 6 credits
ELN112* 3
ELN113* 3

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:
K-12 Online Teaching
(18 credits)

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

Minimum GPA 2.00

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

AC in Language and Literary Culture of the USA Suggested Course Sequence:

**Semester 1: 12 credits**
- ENG101* or ENG107* 3
- ENG111* 3
- Select six (6) credits from the list of Restricted Electives 6

**Semester 2: 10-13 credits**
- ENG102* or ENG108* 3
- ENG109* or ENG111* 3
- CRE101* or Equivalent 0-3
- ENG298AA* or ESL298AA* 1
- Select 3 credits from the list of Restricted Electives 3

**Certificate(s) or Degree(s) Awarded:**
Academic Certificate in:
- Language and Literary Culture of the USA
  (22-25 credits)

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

**Minimum GPA 2.00**

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

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

**CIPS Code: 13.9999**

**Required Courses:** 13-16
- ENG101* First-Year Composition
- ENG107* First-Year Composition for ESL (3) 3
- ENG102* First-Year Composition
- ENG108* First-Year Composition for ESL (3) 3
- ENG109* Business Writing for ESL (3) OR
- ENG111* Technical and Professional Writing (3) 3
- ENH111 Literature and the American Experience 3
- CRE101* College Critical Reading (3) OR
- Equivalent as indicated by assessment 0-3
- ENG298AA* Special Projects (1) OR
- ESL298AA* Special Projects (1) 1

**Restricted Electives:** 9

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

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

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

CIPS Code: 16.0199

Program Prerequisites: 0-15

201-level proficiency in a language other than English as indicated by assessment or coursework. 0-15

Required Courses: 6-8

SLC201  Introduction to Linguistics 3

AND

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

Restricted Electives: 6-10

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

AFR/ASB202  Ethnic Relations in the United States (3) OR
SOC140  Race and Ethnic Relations 3

COM263  Elements of Intercultural Communication 3

AHUxxx  Any AHU Arabic Humanities course
ARBxxx  Any ARB Arabic course
CHIxxx  Any CHI Chinese course
FLAxxx  Any FLA Foreign Language Acquisition course
FRExxx  Any FRE French course
GERxxx  Any GER German course
GRKxxx  Any GRK Greek course
HBRxxx  Any HBR Hebrew course
HEBxxx  Any HEB Hebrew course
IPPxxx  Any IPP Interpreter Preparation Program course
ITAxxx  Any ITA Italian course
ITHxxx  Any ITA Italian Humanities course
JPNxxx  Any JPN Japanese course
LATxxx  Any LAT Latin course
NAVxxx  Any NAV Navajo course
NVHxxx  Any NVH Navajo Humanities course
PIMxxx  Any PIM Pima course
PORxxx  Any POR Portuguese course
RUSxxx  Any RUS Russian course
SLCxxx  Any SLC Studies in Language and Culture course
SLGxxx  Any SLG Sign Language course
SPAxxx  Any SPA Spanish course
SPHxxx  Any SPH Spanish Humanities course
TRSxxx  Any TRS Translation and Interpretation course

Certificate(s) or Degree(s) Awarded:

Academic Certificate in:
   Language Studies
   (12-18 credits)

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

Minimum GPA 2.00

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

Academic Certificate in Spanish and Spanish Culture

The Academic Certificate (AC) in Spanish and Spanish Culture is designed to provide students with the essential language skills and vocabulary to communicate with confidence in diverse communicative situations. Instruction in the diverse cultural context will help students to understand the complex interdependence of language and culture.

CIPS Code: 16.0905

Required Courses: 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>SPA201*</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA202*</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
</tbody>
</table>

Restricted Electives: 9

Select a minimum of 6 (six) credits taught in Spanish and 3 (three) credits taught in English.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLA240</td>
<td>Foreign Language Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>GCU223</td>
<td>Geography of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIS145</td>
<td>History of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HUM281</td>
<td>Hispanic Ideas and Values</td>
<td>3</td>
</tr>
<tr>
<td>MHL156</td>
<td>Music in Latin America and the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>SLC201</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>SPA115</td>
<td>Beginning Spanish Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPA116*</td>
<td>Beginning Spanish Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>SPA117</td>
<td>Health Care Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA118*</td>
<td>Health Care Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA119</td>
<td>Spanish for Educational Settings I</td>
<td>3</td>
</tr>
<tr>
<td>SPA120*</td>
<td>Spanish for Educational Settings II</td>
<td>3</td>
</tr>
<tr>
<td>SPA205*</td>
<td>Spanish for Medical Interpretation I</td>
<td>3</td>
</tr>
<tr>
<td>SPA206*</td>
<td>Spanish for Medical Interpretation II</td>
<td>3</td>
</tr>
<tr>
<td>SPA217*</td>
<td>Spanish for Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPA225*</td>
<td>Intermediate Spanish Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPA226*</td>
<td>Intermediate Spanish Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>SPA235*</td>
<td>Advanced Spanish Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPA236*</td>
<td>Advanced Spanish Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>SPA241*</td>
<td>Spanish and Spanish-American Film I</td>
<td>3</td>
</tr>
<tr>
<td>SPA242*</td>
<td>Spanish and Spanish-American Film II</td>
<td>3</td>
</tr>
<tr>
<td>SPA251*</td>
<td>Spanish Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA265*</td>
<td>Advanced Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA266*</td>
<td>Advanced Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA282xxx*</td>
<td>Volunteerism for Spanish: A Service Learning Experience (any suffixed course)</td>
<td>1-3</td>
</tr>
<tr>
<td>SPA298xxx*</td>
<td>Special Projects (any suffixed course)</td>
<td>1-3</td>
</tr>
<tr>
<td>SPH245</td>
<td>Hispanic Heritage in the Southwest</td>
<td>3</td>
</tr>
<tr>
<td>SPH298xxx</td>
<td>Special Projects (any suffixed course)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:

Academic Certificate in Spanish and Spanish Culture (25 credits)

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

Minimum GPA 2.00

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

Academic Certificate in Sustainability and Ecological Literacy

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

CIPS Code: 03.0104

Program Prerequisites: 3
- ENG101* First-Year Composition
- ENG107* First-Year Composition for ESL

Required Courses: 7
- PHI216 Environmental Ethics 3
- BIO105 Environmental Biology (4)
- OR
- GLG110 Geological Disasters and the Environment (3)
- AND
- GLG111 Geological Disasters and the Environment Lab (1) 4

Restricted Electives: 9

Humanities, Social Science and Wellness:
Students will choose 2 different courses from the following list:
- ECN263* The Economics of Natural Resources, Population and the Environment 3
- ENH206 Nature and Environmental Literature 3
- ENH260 Literature of the Southwest 3
- HUM201 Humanities: Universal Themes 3
- REC150AB Outdoor Adventure Skills 3
- SBU200 Society and Business 3

Students will choose 1 course from the following list:
- HIS110 World History to 1500 3
- HIS111 World History 1500 to the Present 3
- HUM250* Ideas and Values in the Humanities 3
- PHI104 World Philosophy 3
- POS120 World Politics 3
- PSY132 Psychology and Culture 3
- SOC101 Introduction to Sociology 3

AC in Sustainability and Ecological Literacy Suggested Course Sequence:

- Semester 1: 3 credits
  - ENG101* or ENG107* 3
- Semester 2: 7 credits
  - PHI216 3
  - BIO105 or GLG110 and GLG111 4
- Semester 3: 9 credits
  - Select 9 credits from the list of Restricted Electives 9

Certificate(s) or Degree(s) Awarded:
Academic Certificate in:
  Sustainability and Ecological Literacy (16 credits)

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

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

Elementary Education Grades 1-8

Students in the Elementary Education program are preparing to teach grades 1-8. Students begin by taking general education and Educator Preparation Programs coursework at Rio Salado College, and finish the last 30 upper division credits at Northcentral University to earn a Bachelor’s in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

Note: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of “C” or better in all General Education courses and a “B” or better in all EDU courses within the program.

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition [FYC] 3
AND ENG102* First-Year Composition [FYC] 3

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) OR Equivalent as indicated by assessment
AND COM225* Public Speaking (3) OR Note: COM225 is a hybrid course
ENG111* Technical and Professional Writing (3) OR
GBS233* Business Communication (3)
Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication [FYC] 3
AND COM110 Interpersonal Communication [FYC] 3
AND COM225* Public Speaking (3) OR
AND COM230 Small Group Communication [FYC] 3

Mathematics [MA] 3

MAT142* College Mathematics [FYC] 3
SUN MAT1142 (3) OR
Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) SUN CIS1120 OR
Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

Humanities and Fine Arts [HU] 6

ENH291 Children’s Literature (3) AND
Any approved General Education course in the Humanities and Fine Arts (HU) area
Note: ARH101, ARH102, and ENH251 are recommended.

Social and Behavioral Sciences [SB] 7

CFS176 Child Development (3) AND POS110 American National Government [HU] 3 AND
POS211 Arizona Constitution (1)
Note: HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area
Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas
Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

* Indicates course has a Prerequisite and/or Corequisite.
### Undergraduate Bachelor's Degree Pathway

#### Cultural Diversity in the United States

**[C] Awareness 0**

Met by EDU222** and EDU230 in the Teacher Prep Level I area.

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

#### RSC Educator Preparation Coursework

**Level I**

**Prerequisites:** Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

**Note:** Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AD</td>
<td>Seminar: Education Program Model</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AD*</td>
<td>Master Teacher Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>EDU204</td>
<td>Fine Arts in Educational Settings (3) OR</td>
<td></td>
</tr>
<tr>
<td>EDU221</td>
<td>Introduction to Education (3)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU220</td>
<td>Introduction to Serving English Language Learners (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>EDU222</td>
<td>Introduction to the Exceptional Learner**</td>
<td>3</td>
</tr>
<tr>
<td>EDU224*</td>
<td>Brain Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU228AA*</td>
<td>Reading and Decoding: Elementary**</td>
<td>3</td>
</tr>
<tr>
<td>EDU228AC*</td>
<td>Reading and Decoding: Phonics Based</td>
<td>3</td>
</tr>
<tr>
<td>EDU230</td>
<td>Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU253*</td>
<td>Managing the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** EDU272 course prerequisite is met with the approval of the department for undergraduate students.

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

---

#### RSC Educator Preparation Coursework

**Level II**

**Prerequisites:** Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

**Note:** Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AB*</td>
<td>Current Perspectives in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AB*</td>
<td>Master Teacher Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDU217*</td>
<td>Methods for the Structured English Immersion (SEI)/ESL Student</td>
<td>3</td>
</tr>
<tr>
<td>EDU227*</td>
<td>Social Studies Techniques and Methods**</td>
<td>3</td>
</tr>
<tr>
<td>EDU229*</td>
<td>Science Techniques and Methods**</td>
<td>3</td>
</tr>
<tr>
<td>EDU231*</td>
<td>Mathematics Techniques and Methods**</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

---

All Teacher Education programs, found on pages 136-174, are subject to change based on a state approved program through the Arizona Department of Education. For the most current program updates, visit [www.riosalado.edu/programs](http://www.riosalado.edu/programs).

*Indicates course has a Prerequisite and/or Corequisite.*
Undergraduate Bachelor's Degree Pathway

**RSC Educator Preparation Coursework**

**Level III  8**

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content).

EDU277AA*  Elementary Student Teaching**+  8

*Note: EDU277AA requires entire block for enrollment but only nine weeks in the classroom.

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

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

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Northcentral University Coursework**

**Level IV  30**

**NOTE:** Students will be required to complete (30 semester credits) upper division pre-approved for degree completion with Northcentral University (alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor).

ED4000A  The Dynamics of Schooling in Elementary Education  3
ED4001A  Foundations of School Leadership in Elementary Education  3
ED4002A  The Role of Teacher Leadership in Elementary Education  3
ED4003A  Instructional Paradigms and Technology in Elementary Education **+  3
ED4004A  Assessment of Student Learning in Elementary Education **+  3
ED4005A  School and Family Partnerships in Elementary Education  3
ED4006A  Safe Schools in Elementary Education  3
ED4007A  The School as a Learning Community in Elementary Education  3
ED4008A  Teaching and Reflective Practice in Elementary Education  3
ED4009A  Educational Change Processes in Elementary Education  3

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Secondary Education – Business Grades 6-12

Students in the Secondary Education (business concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation program coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

**Note:** Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.

**General Education Courses:** 39-42

**First-Year Composition [FYC]** 6

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

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

**Literacy and Critical Inquiry [L]** 3

CRE101* College Critical Reading (SUN: ENG1101 (3) AND ENG1102 (3)) OR Equivalent as indicated by assessment AND COM225* Public Speaking (SUN: ENG1102 (3))

ENG111* Technical and Professional Writing (SUN: ENG1102 (3)) OR GBS233* Business Communication (SUN: ENG1102 (3))

**Oral Communication** 3

COM100 Introduction to Human Communication (SUN: COM1100 (3) OR COM110 (3))

COM110 Interpersonal Communication (SUN: COM1100 (3) OR COM110 (3))

COM225* Public Speaking (SUN: COM2271 (3))

COM230 Small Group Communication (SUN: COM2271 (3))

**Mathematics [MA]** 3

MAT142* College Mathematics (SUN: MAT1142 (3) OR MAT114 (3))

Satisfactory completion of a higher level mathematics course

**Computer/Statistics/Quantitative Applications [CS]** 3

BPC110 Computer Usage and Applications (SUN: ENG110 (3) OR CIS105 Survey of Computer Information Systems (SUN: CIS1120 (3)) OR Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

**Humanities and Fine Arts [HU]** 6

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

**Note:** Students may choose only 3 credits from the ENH prefix.

**Social and Behavioral Sciences [SB]** 7

EDU222 Introduction to the Exceptional Learner** (SUN: ENG1101 (3) AND POS110 American National Government (SUN: POS1110 (3) AND POS221 Arizona Constitution (SUN: POS221 (1))

**Note:** It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

**Natural Sciences [SQ & SG]** 8

Any approved General Education course in the Natural Sciences area

**Note:** Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

**Historical [H] or Global [G] Awareness** 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

**Note:** Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

Cultural Diversity in the United States (C) Awareness 0
Met by EDU222** in the Social and Behavioral Sciences area

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

Secondary Business Content Area 18-24
Secondary Business Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose 24 course credits from the list below. If GBS221 and GBS233 are successfully completed in the General Education area, students will only need to complete 18 additional credits. Students are encouraged to choose courses from multiple prefixes.

ACC230*  Uses of Accounting Information I  3
ACC240*  Uses of Accounting Information II  3
ACC250  Introductory Accounting Lab  3
ECN211  Macroeconomics Principles  3
ECN212  Microeconomics Principles  3
GBS151  Introduction to Business  3
GBS205  Legal, Ethical, and Regulatory Issues in Business  3
GBS220*  Quantitative Methods in Business  3
GBS221*  Business Statistics  3

Note: GBS221 may be used to satisfy the Computer/Statistics/Quantitative Applications [CS] area as well as satisfy 3 credits in the Secondary Business Content Area.

GBS233*  Business Communication  3

Note: GBS233 may be used to satisfy the Literacy and Critical Inquiry [L] area as well as satisfy 3 credits in the Secondary Business Content Area.

MGT175  Business Organization and Management  3
MGT229  Management and Leadership I  3
MGT230*  Management and Leadership II  3
MGT251  Human Relations in Business  3
MKT271  Principles of Marketing  3

RSC Educator Preparation Coursework

Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD  Seminar: Education Program Model  1
EDU287AD*  Master Teacher Seminar IV  1
EDU220  Introduction to Serving English Language Learners (ELL)  3
EDU253*  Managing the Classroom**  3
EDU272*  Educational Psychology  3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

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

RSC Educator Preparation Coursework

Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*  Current Perspectives in Education  1
EDU287AB*  Master Teacher Seminar II  1
EDU207*  Teaching Adolescents** +  3
EDU215*  Methods and Curriculum Development in Secondary Education  1

EDU215AE*  Methods and Curriculum Development in Secondary Education – Special Topics** +  2

EDU217*  Methods for the Structured English Immersion (SEI)/ESL Student  3
EDU228AB*  Reading and Decoding: Secondary School Dynamic Instruction +  2

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

**RSC Educator Preparation Coursework**

**Level III**

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content).

EDU277AB* Secondary Student Teaching**+ 8

*Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.*

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

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

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Northcentral University Coursework**

**Level IV**

**NOTE:** Students will be required to complete (30 semester credits) upper division pre-approved for degree completion with Northcentral University (alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor).

ED4000B The Dynamics of Schooling in Secondary Education 3

ED4001B Foundations of School Leadership in Secondary Education 3

ED4002B The Role of Teacher Leadership in Secondary Education 3

ED4003B Instructional Paradigms and Technology in Secondary Education **+ 3

ED4004B Assessment of Student Learning in Secondary Education **+ 3

ED4005B School and Family Partnerships in Secondary Education 3

ED4006B Safe Schools in Secondary Education 3

ED4007B The School as a Learning Community in Secondary Education 3

ED4008B Teaching and Reflective Practice in Secondary Education 3

ED4009B Educational Change Processes in Secondary Education 3

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

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

* Indicates course has a Prerequisite and/or Corequisite.
## Undergraduate Bachelor's Degree Pathway

### Secondary Education – English Grades 6-12

Students in the Secondary Education program (English concentration) are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor’s in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

**Note:** Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of “C” or better in all General Education courses and a “B” or better in all EDU courses within the program.

### General Education Courses: 39-42

#### First-Year Composition [FYC] 6
- ENG101* First-Year Composition
  - AND
  - ENG1101 (3)
- ENG102* First-Year Composition
  - AND
  - ENG1102 (3)

#### Literacy and Critical Inquiry [L] 3
- CRE101* College Critical Reading (3) OR Equivalent as indicated by assessment
  - AND
- COM225* Public Speaking (3) OR Note: COM225 is a hybrid course
- ENG111* Technical and Professional Writing (3) OR
- GBS233* Business Communication (3)

**Note:** If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

#### Oral Communication 3
- COM100 Introduction to Human Communication
  - AND
- COM110 Interpersonal Communication
  - AND
- COM225* Public Speaking (3) OR
- COM230 Small Group Communication
  - AND
  - COM2271 (3)

### Mathematics [MA] 3
- MAT142* College Mathematics
  - OR
  - MAT1142 (3)

Satisfactory completion of a higher level mathematics course

### Computer/Statistics/Quantitative Applications [CS] 3
- BPC110 Computer Usage and Applications (3) OR
- CIS105 Survey of Computer Information Systems (3)
  - OR
  - CIS120 (3)

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

### Humanities and Fine Arts [HU] 6

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

**NOTE:** Students may choose only 3 credits from the ENH prefix. ENH222 is recommended.

**Note:** Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

### Social and Behavioral Sciences [SB] 7
- EDU222 Introduction to the Exceptional Learner** (3) AND
- POS110 American National Government
  - OR
  - POS111 (3)
- POS221 Arizona Constitution (1)

**Note:** It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

### Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

**Note:** Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor’s Degree Pathway

**Historical [H] or Global [G] Awareness 0-3**
Met by ENH222 in Humanities and Fine Arts (HU) area OR
Any approved General Education course in the Historical (H) or Global (G) areas

*Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.*

**Cultural Diversity in the United States [C] Awareness 0**
Met by EDU222** in the Social and Behavioral Sciences area

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

**Secondary English Content Area 21-24**
Secondary English Content Area courses will meet the federal No Child Left Behind standard for “highly qualified” teachers.

Students must choose twenty-four (24) course credits from the list below. If ENH222 is successfully completed in the General Education area, students will only need to complete twenty-one (21) additional course credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWxxxx</td>
<td>Any CRW Creative Writing course</td>
<td>0-6</td>
</tr>
<tr>
<td>ENG111*</td>
<td>Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG210*</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG213*</td>
<td>Introduction to the Study of Language</td>
<td>3</td>
</tr>
<tr>
<td>ENH221*</td>
<td>Survey of English Literature Before 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENH222*</td>
<td>Survey of English Literature After 1800 (H)</td>
<td>3</td>
</tr>
<tr>
<td>ENH230</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENH241</td>
<td>American Literature Before 1860</td>
<td>3</td>
</tr>
<tr>
<td>ENH242</td>
<td>American Literature After 1860</td>
<td>3</td>
</tr>
<tr>
<td>ENH259</td>
<td>American Indian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENH275</td>
<td>Modern Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**xxx indicates any module.**

**RSC Educator Preparation Coursework**

**Level I 11**

**Prerequisites:** Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

*Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AD</td>
<td>Seminar: Education Program Model</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AD*</td>
<td>Master Teacher Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>EDU220</td>
<td>Introduction to Serving English Language Learners (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>EDU253*</td>
<td>Managing the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: For undergraduate students, the course prerequisite is met with the approval of the department.*

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

**Level II 16**

**Prerequisites:** Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/ NES Subject Knowledge Exams (Content) or equivalent state exams scores.

*Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AB*</td>
<td>Current Perspectives in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AB*</td>
<td>Master Teacher Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDU207*</td>
<td>Teaching Adolescents**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU215*</td>
<td>Methods and Curriculum Development in Secondary Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU215AD*</td>
<td>Methods and Curriculum Development in Secondary English**+</td>
<td>2</td>
</tr>
<tr>
<td>EDU217*</td>
<td>Methods for the Structured English Immersion (SEI)/ESL Student</td>
<td>3</td>
</tr>
<tr>
<td>EDU228AB*</td>
<td>Reading and Decoding: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDU268*</td>
<td>Secondary School Dynamic Instruction+</td>
<td>2</td>
</tr>
</tbody>
</table>

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

* Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.
Undergraduate Bachelor's Degree Pathway

**RSC Educator Preparation Coursework**

**Level III**

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content) and passage of AEPA/NES or equivalent Subject Knowledge Exam (Content).

**EDU277AB* Secondary Student Teaching**

**Note:** EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

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

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

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Northcentral University Coursework**

**Level IV**

**NOTE:** Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

**ED4000B** The Dynamics of Schooling in Secondary Education 3
**ED4001B** Foundations of School Leadership in Secondary Education 3
**ED4002B** The Role of Teacher Leadership in Secondary Education 3
**ED4003B** Instructional Paradigms and Technology in Secondary Education **+** 3
**ED4004B** Assessment of Student Learning in Secondary Education **+** 3
**ED4005B** School and Family Partnerships in Secondary Education 3
**ED4006B** Safe Schools in Secondary Education 3
**ED4007B** The School as a Learning Community in Secondary Education 3
**ED4008B** Teaching and Reflective Practice in Secondary Education 3
**ED4009B** Educational Change Processes in Secondary Education 3

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

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

*Indicates course has a Prerequisite and/or Corequisite.*
## Undergraduate Bachelor's Degree Pathway

### Secondary Education – History Grades 6-12

Students in the Secondary Education (social sciences concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation program coursework at Rio Salado College and finishing the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education.

**Note:** Students must submit an Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.

### General Education Courses: 39-42

#### First-Year Composition [FYC]

<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>ENG102*</td>
<td>First-Year Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Literacy and Critical Inquiry [L]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101*</td>
<td>College Critical Reading</td>
<td>3</td>
</tr>
<tr>
<td>COM225*</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG111*</td>
<td>Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>GBS233*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

#### Oral Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM100</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM110</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM225*</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM230</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Mathematics [MA]

- MAT142* College Mathematics (3) OR Satisfactory completion of a higher level mathematics course

#### Computer/Statistics/Quantitative Applications [CS]

- BPC110 Computer Usage and Applications (3) OR CIS105 Survey of Computer Information Systems (3) OR Any approved General Education course in the Computer/Statistics/Quantitative Applications [CS] area

#### Humanities and Fine Arts [HU]

- Any approved General Education course in the Humanities and Fine Arts (HU) area

**Note:** Students may choose only 3 credits from the ENH prefix. ENH222 is recommended.

**Note:** Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

#### Social and Behavioral Sciences [SB]

- EDU222 Introduction to the Exceptional Learner** (3) AND POS110 American National Government (3) AND POS221 Arizona Constitution (1)

**Note:** It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

#### Natural Sciences [SQ & SG]

- Any approved General Education course in the Natural Sciences area

**Note:** Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

---

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

Historical [H] or Global [G] Awareness 0-3

Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

Note: HIS103 or HIS104 are recommended.

Cultural Diversity in the United States [C] Awareness 0

Met by EDU222** in the Social and Behavioral Sciences area

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

Secondary History Content Area 21-24

Secondary History Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose 24 course credits from the list below. If HIS103 or HIS104 is successfully completed in the General Education area, students will only need to complete 21 additional course credits.

HIS100  History of Western Civilization to Middle Ages 3
HIS101  History of Western Civilization Middle Ages to 1789 3
HIS102  History of Western Civilization 1789 to Present 3
HIS103  United States History to 1865 3
HIS104  United States History 1865 to Present 3
HIS105  Arizona History 3
HIS145  History of Mexico 3
HIS277  The Modern Middle East 3

RSC Educator Preparation Coursework Level I 11

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms required. Must pass all EDU courses with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

EDU285AD  Seminar: Education Program Model 1
EDU287AD*  Master Teacher Seminar IV 1
EDU220  Introduction to Serving English Language Learners (ELL) 3
EDU253*  Managing the Classroom** 3
EDU272*  Educational Psychology 3

Note: For undergraduate students, the course prerequisite is met with the approval of the department.

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

RSC Educator Preparation Coursework Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing the AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

EDU285AB*  Current Perspectives in Education 1
EDU287AB*  Master Teacher Seminar II 1
EDU207*  Teaching Adolescents**+ 3
EDU215*  Methods and Curriculum Development in Secondary Education 1
EDU215AA*  Methods and Curriculum Development in Secondary Social Studies**+ 2
EDU217*  Methods for the Structured English Immersion (SEI)/ESL Student 3
EDU228AB*  Reading and Decoding: Secondary 3
EDU268*  Secondary School Dynamic Instruction+ 2

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

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

*Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework

Level III

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA/NES Subject Knowledge Exam (Content).

EDU277AB*  Secondary Student Teaching**+  8
Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

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

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

Program Notes: See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

Note: Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

Northcentral University Coursework

Level IV

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

ED4000B  The Dynamics of Schooling in Secondary Education  3
ED4001B  Foundations of School Leadership in Secondary Education  3
ED4002B  The Role of Teacher Leadership in Secondary Education  3
ED4003B  Instructional Paradigms and Technology in Secondary Education **+  3
ED4004B  Assessment of Student Learning in Secondary Education **+  3
ED4005B  School and Family Partnerships in Secondary Education  3
ED4006B  Safe Schools in Secondary Education  3
ED4007B  The School as a Learning Community in Secondary Education  3
ED4008B  Teaching and Reflective Practice in Secondary Education  3
ED4009B  Educational Change Processes in Secondary Education  3

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

Secondary Education – Mathematics Grades 6-12

Students in the Secondary Education (mathematics concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation program coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content profiency through the passage of a state-approved exam (APEA/NES).

Note: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of “C” or better in all General Education courses and a “B” or better in all EDU courses within the program.

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition

ENG1101 (3) AND

ENG102* First-Year Composition

ENG1102 (3)

Literacy and Critical Inquiry [L] 3

CRE101* College Critical Reading (3) OR

Equivalent as indicated by assessment AND

COM225* Public Speaking (3) OR

Note: COM225 is a hybrid course

ENG111* Technical and Professional Writing (3) OR

GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication

COM1100 (3) OR

COM110 Interpersonal Communication

COM1100 (3) OR

COM225* Public Speaking (3) OR

COM230 Small Group Communication

COM2271 (3)

Mathematics [MA] 3

MAT142* College Mathematics

MAT1142 (3) OR

Satisfactory completion of a higher level mathematics course

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) OR

CIS105 Survey of Computer Information Systems (3)

SUN# CIS1120 OR

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

Humanities and Fine Arts [HU] 6

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

NOTE: Students may choose only 3 credits from the ENH prefix.

Note: Students are encouraged to meet with an Academic Advisor for Humanities (HU) course selections that will also meet the Historical (H) or Global (G) designations.

Social and Behavioral Sciences [SB] 7

EDU222 Introduction to the Exceptional Learner** (3) AND

POS110 American National Government

POS1110 SUN# POS1110 (3) AND

POS221 Arizona Constitution (1)

Note: It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

**Historical [H] or Global [G] Awareness  0-3**
Any approved General Education course in the Historical (H) or Global (G) areas

*Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.*

**Cultural Diversity in the United States [C] Awareness  0**
Met by EDU222** in the Social and Behavioral Sciences area

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

**Secondary Mathematics Content Area  21-24**
Secondary Mathematics Content Area courses will meet the federal No Child Left Behind standard for "highly qualified" teachers.

Students must choose twenty-four (24) course credits from the list below. If MAT142 is successfully completed in the General Education area, students will only need to complete twenty-one (21) additional credits.

- MAT122*  Intermediate Algebra  3
- MAT142*  College Mathematics  3
- MAT150*  College Algebra/Functions (5) OR College Algebra / Functions (4)
- MAT151*  College Algebra/Functions (3) OR Precalculus (5)
- MAT172*  Finite Mathematics  3
- MAT182*  Plane Trigonometry  3
- MAT206*  Elements of Statistics  3
- MAT212*  Brief Calculus  3
- MAT220*  Calculus with Analytic Geometry I (5) OR Calculus with Analytic Geometry I (4)
- MAT221*  Calculus with Analytic Geometry I (4)  4-5
- MAT227*  Discrete Mathematical Structures  3
- MAT231*  Calculus with Analytic Geometry II  4
- MAT241*  Calculus with Analytic Geometry III  4
- MAT262*  Differential Equations  3

**RSC Educator Preparation Coursework Level I  11**

**Prerequisites:** Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

*Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.*

- EDU285AD  Seminar: Education Program Model  1
- EDU287AD*  Master Teacher Seminar IV  1
- EDU220  Introduction to Serving English Language Learners (ELL)  3
- EDU253*  Managing the Classroom**  3
- EDU272*  Educational Psychology  3

* Indicates that IVP fingerprint clearance is required prior to enrollment.*
Undergraduate Bachelor's Degree Pathway

**RSC Educator Preparation Coursework**

**Level II**

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

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AB*</td>
<td>Current Perspectives in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AB*</td>
<td>Master Teacher Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDU207*</td>
<td>Teaching Adolescents**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU215*</td>
<td>Methods and Curriculum Development in Secondary Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU215AB*</td>
<td>Methods and Curriculum Development in Secondary Mathematics**+</td>
<td>2</td>
</tr>
<tr>
<td>EDU217*</td>
<td>Methods for the Structured English Immersion (SEI)/ESL Student</td>
<td>3</td>
</tr>
<tr>
<td>EDU228AB*</td>
<td>Reading and Decoding: Secondary Instruction+</td>
<td>3</td>
</tr>
<tr>
<td>EDU268*</td>
<td>Secondary School Dynamic Instruction+</td>
<td>2</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Northcentral University Coursework**

**Level III**

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA/NES Subject Knowledge Exam (Content).

EDU277AB* Secondary Student Teaching**+ 8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

**Program Notes:** See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education**+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Bachelor's Degree Pathway

Secondary Education – Science Grades 6-12

Students in the Secondary Education (science concentration) program are preparing to teach grades 6-12. Students begin by taking general education AND educator preparation coursework at Rio Salado College and finish the last 30 upper division credits at Northcentral University to confirm a Bachelor's in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NES).

**Note:** Students must submit an Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of “C” or better in all General Education courses and a “B” or better in all EDU courses within the program.

General Education Courses: 39-42

**First-Year Composition [FYC]** 6

ENG101* First-Year Composition (3)

ENG102* First-Year Composition (3)

**Literacy and Critical Inquiry [L]** 3

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

COM225* Public Speaking (3) OR Note: COM225 is a hybrid course

ENG111* Technical and Professional Writing (3) OR

GBS233* Business Communication (3)

**Note:** If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

**Oral Communication** 3

COM100 Introduction to Human Communication (3)

COM110 Interpersonal Communication (3)

COM225* Public Speaking (3) OR

COM230 Small Group Communication (3)

**Mathematics [MA]** 3

MAT142* College Mathematics OR MAT1142 (3)

Satisfactory completion of a higher level mathematics course

**Computer/Statistics/Quantitative Applications [CS]** 3

BPC110 Computer Usage and Applications (3) OR

CIS105 Survey of Computer Information Systems (3) OR

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

**Humanities and Fine Arts [HU]** 6

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

**NOTE:** Students may choose only 3 credits from the ENH prefix.

**Social and Behavioral Sciences [SB]** 7

EDU222 Introduction to the Exceptional Learner** (3) AND

POS110 American National Government (3) AND

POS221 Arizona Constitution (1)

**Note:** It is required that EDU222 be taken in combination with other EDU prefixed courses in which IVP fingerprint clearance is also required prior to enrollment. HIS103 United States History to 1865 may substitute for POS110.

Natural Sciences [SQ & SG] 8

Any approved General Education course in the Natural Sciences area

**Note:** Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

**Historical [H] or Global [G] Awareness 0-3**

Any approved General Education course in the Historical (H) or Global (G) areas

*Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.*

**Cultural Diversity in the United States [C] Awareness 0**

Met by EDU222** in the Social and Behavioral Sciences area

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

**Secondary Science Content Area 21-24**

*Secondary Science Content Area Note: Rio Salado offers three Science Specialization Tracks. Students should be aware that general science majors are typically hired at the middle school/junior high school level. Students are advised to seek information regarding this hiring practice in the state where they seek certification/employment.*

**General Science Specialization Track: Courses will meet the federal No Child Left Behind standard for "highly qualified" teachers. Students must choose twenty-four (24) course credits from the list below. Eight (8) course credits (SQ & SG) from the Natural Science General Education area may supplement to meet the twenty-four (24) credit hour requirement. Students are encouraged to meet with an Academic Advisor for course selections.**

Twenty-four (24) credit hours in General Science including twelve (12) credit hours in Life Science and twelve (12) credit hours in Physical/Space/Earth Sciences.

Life Science includes Agriculture, Anatomy, Biology, Biochemistry, Botany, Ecology, Environmental Science, Microbiology, Physiology, and Zoology.

Physical/Earth/Space Sciences include Astronomy, Chemistry, Earth Science, Geology, Meteorology, Physical Geography, and Physics.

---

**General Science Specialization Track 16-24**

**Life Science 8-12**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO100</td>
<td>Biology Concepts (SQ)</td>
<td>4</td>
</tr>
<tr>
<td>BIO105</td>
<td>Environmental Biology (SQ)</td>
<td>4</td>
</tr>
<tr>
<td>BIO145</td>
<td>Marine Biology (SQ)</td>
<td>4</td>
</tr>
<tr>
<td>BIO160</td>
<td>Introduction to Human Anatomy and Physiology (SG)</td>
<td>4</td>
</tr>
<tr>
<td>FON241</td>
<td>Principles of Human Nutrition (3) AND</td>
<td></td>
</tr>
<tr>
<td>FON241LL*</td>
<td>Principles of Human Nutrition Laboratory (1)</td>
<td>4</td>
</tr>
<tr>
<td>GLG140</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physical/Earth/Space 8-12**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST101</td>
<td>Survey of Astronomy (3) AND</td>
<td></td>
</tr>
<tr>
<td>AST102</td>
<td>Survey of Astronomy Laboratory (1) (SG)</td>
<td>4</td>
</tr>
<tr>
<td>CHM107</td>
<td>Chemistry and Society (3) AND</td>
<td></td>
</tr>
<tr>
<td>CHM107LL*</td>
<td>Chemistry and Society Laboratory (1) (SQ)</td>
<td>4</td>
</tr>
<tr>
<td>CHM130*</td>
<td>Fundamental Chemistry (3) AND</td>
<td></td>
</tr>
<tr>
<td>CHM130LL*</td>
<td>Fundamental Chemistry Laboratory (1) (SQ)</td>
<td>4</td>
</tr>
</tbody>
</table>

**CHM130 and CHM130LL together are:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM1130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM151*</td>
<td>General Chemistry I (3) AND</td>
<td></td>
</tr>
<tr>
<td>CHM151LL*</td>
<td>General Chemistry I Laboratory (1) (SQ)</td>
<td>4</td>
</tr>
</tbody>
</table>

**CHM151 and CHM151LL together are:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM1151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM152*</td>
<td>General Chemistry II (3) AND</td>
<td></td>
</tr>
<tr>
<td>CHM152LL*</td>
<td>General Chemistry II Laboratory (1) (SQ)</td>
<td>4</td>
</tr>
</tbody>
</table>

**CHM152 and CHM152LL together are:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM235*</td>
<td>General Organic Chemistry I (3) AND</td>
<td></td>
</tr>
<tr>
<td>CHM235LL*</td>
<td>General Organic Chemistry I Laboratory (1)</td>
<td>4</td>
</tr>
</tbody>
</table>

**CHM235 and CHM235LL together are:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLG101</td>
<td>Introduction to Geology I – Physical Lecture (3) AND</td>
<td></td>
</tr>
<tr>
<td>GLG103</td>
<td>Introduction to Geology I - Physical Lab (1) (G, SQ)</td>
<td>4</td>
</tr>
</tbody>
</table>

**GLG101 and GLG103LL together are:**

*Indicates course has a Prerequisite and/or Corequisite.
### Undergraduate Bachelor's Degree Pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLG102</td>
<td>Introduction to Geology II - Historical Lecture</td>
<td>(3) AND</td>
</tr>
<tr>
<td>GLG104</td>
<td>Introduction to Geology II - Historical Lab</td>
<td>(1) (H, SG) 4</td>
</tr>
<tr>
<td>GLG110</td>
<td>Geological Disasters and the Environment</td>
<td>(3) AND</td>
</tr>
<tr>
<td>GLG111</td>
<td>Geological Disasters and the Environment Lab</td>
<td>(1) (G, SG) 4</td>
</tr>
<tr>
<td>GPH111</td>
<td>Introduction to Physical Geography</td>
<td>(SQ) 4</td>
</tr>
<tr>
<td>PHS110*</td>
<td>Fundamentals of Physical Science</td>
<td>(SQ) 4</td>
</tr>
<tr>
<td>PHS120</td>
<td>Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography</td>
<td>(SQ) 4</td>
</tr>
</tbody>
</table>

**Chemistry Specialization Track**: Courses will meet the federal No Child Left Behind standard for “highly qualified” teachers. Students are encouraged to meet with an Academic Advisor for course selections.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM107</td>
<td>Chemistry and Society</td>
<td>(3) AND</td>
</tr>
<tr>
<td>CHM107LL*</td>
<td>Chemistry and Society Laboratory</td>
<td>(1) (SQ) 4</td>
</tr>
<tr>
<td>CHM130*</td>
<td>Fundamental Chemistry</td>
<td>(3) AND</td>
</tr>
<tr>
<td>CHM130LL*</td>
<td>Fundamental Chemistry Laboratory</td>
<td>(1) (SQ) 4</td>
</tr>
</tbody>
</table>

**Biology Science Specialization Track**: Courses will meet the federal No Child Left Behind standard for "highly qualified" teachers. Students must choose twenty-four (24) course credits from the list below. Four (4) course credits from the Natural Science General Education area may supplement to meet the twenty-four (24) course credits requirement. Students are encouraged to meet with an Academic Advisor for course selections.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO100</td>
<td>Biology Concepts</td>
<td>(SQ) 4</td>
</tr>
<tr>
<td>BIO105</td>
<td>Environmental Biology</td>
<td>(SQ) 4</td>
</tr>
<tr>
<td>BIO145</td>
<td>Marine Biology</td>
<td>(SG) 4</td>
</tr>
<tr>
<td>BIO156*</td>
<td>Introductory Biology for Allied Health</td>
<td>(SQ) 4</td>
</tr>
<tr>
<td>BIO160</td>
<td>Introduction to Human Anatomy and Physiology</td>
<td>(SG) 4</td>
</tr>
<tr>
<td>BIO201*</td>
<td>Human Anatomy and Physiology I</td>
<td>(SG) 4</td>
</tr>
<tr>
<td>BIO202*</td>
<td>Human Anatomy and Physiology II</td>
<td>(SG) 4</td>
</tr>
<tr>
<td>BIO205*</td>
<td>Microbiology</td>
<td>(SG) 4</td>
</tr>
</tbody>
</table>

### RSC Educator Preparation Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AD</td>
<td>Seminar: Education Program Model</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AD*</td>
<td>Master Teacher Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>EDU220</td>
<td>Introduction to Serving English Language Learners (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>EDU253*</td>
<td>Managing the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites**: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

**Note**: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

**Note**: For undergraduate students, the course prerequisite is met with the approval of the department.

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

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

RSC Educator Preparation Coursework

Level II  16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (Content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AB*</td>
<td>Current Perspectives in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AB*</td>
<td>Master Teacher Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDU207*</td>
<td>Teaching Adolescents**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU215*</td>
<td>Methods and Curriculum Development in Secondary</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>EDU215AC*</td>
<td>Methods and Curriculum Development in Secondary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science**+</td>
<td>2</td>
</tr>
<tr>
<td>EDU217*</td>
<td>Methods for the Structured English Immersion (SEI)/ESL Student</td>
<td>3</td>
</tr>
<tr>
<td>EDU228AB*</td>
<td>Reading and Decoding: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDU268*</td>
<td>Secondary School Dynamic Instruction+</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

RSC Educator Preparation Coursework

Level III  8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA/NES Subject Knowledge Exam (Content).

EDU277AB*    Secondary Student Teaching**+  8

Note: EDU277AB requires entire block for enrollment but only nine weeks in the classroom.

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

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

Program Notes: See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

Northcentral University Coursework

Level IV  30

NOTE: Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000B</td>
<td>The Dynamics of Schooling in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001B</td>
<td>Foundations of School Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002B</td>
<td>The Role of Teacher Leadership in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003B</td>
<td>Instructional Paradigms and Technology in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4004B</td>
<td>Assessment of Student Learning in Secondary Education **+</td>
<td>3</td>
</tr>
<tr>
<td>ED4005B</td>
<td>School and Family Partnerships in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006B</td>
<td>Safe Schools in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007B</td>
<td>The School as a Learning Community in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008B</td>
<td>Teaching and Reflective Practice in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009B</td>
<td>Educational Change Processes in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Note: Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

Special Education K-12 Cross-Categorical

Students in the Special Education Cross-Categorical program are preparing to teach grades K-12. Cross-categorical classrooms include students with a variety of disabilities, generally mild in nature. This is the most common special education classroom in K-12 schools.

Students begin by taking general education AND educator preparation coursework at Rio Salado College and finishing the last 30 upper division credits at Northcentral University to confirm a Bachelor’s in Education. Students must verify content proficiency through the passage of a state-approved exam (APEA/NE5).

Note: Students must submit a Educator Preparation Program Application prior to taking any EDU Level I courses. All students must earn a grade of "C" or better in all General Education courses and a "B" or better in all EDU courses within the program.

Changes to Special Education Program required by Arizona Department of Education:

Current students that do not complete their program and/or receive their certification before December 31, 2015 will need to complete two additional Special Education classes.

• Language Development and Disorders (2 credits)
• Special Education Collaboration and Communication Practices (1 credit)

Beginning January 2016, Arizona will be offering only two Special Education certificates.

1. Mild to Moderate Specialist
2. Severe to Profound Specialist.

Rio Salado will only offer the Mild to Moderate certification.

General Education Courses: 39-42

First-Year Composition [FYC] 6

ENG101* First-Year Composition

ENG102* First-Year Composition

Literacy and Critical Inquiry [L] 3

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

COM225* Public Speaking (3) OR Note: COM225 is a hybrid course

ENG111* Technical and Professional Writing (3) OR

GBS233* Business Communication (3)

Note: If students are exempt from CRE101 by assessment, they are required to take one of the following courses: COM225, ENG111, or GBS233.

Oral Communication 3

COM100 Introduction to Human Communication

COM110 Interpersonal Communication

COM225* Public Speaking (3) OR

COM230 Small Group Communication

Mathematics [MA] 3

MAT142* College Mathematics

SATISFACTORY COMPLETION OF A HIGHER LEVEL MATHEMATICS COURSE

Computer/Statistics/Quantitative Applications [CS] 3

BPC110 Computer Usage and Applications (3) OR

CIS105 Survey of Computer Information Systems (3) OR

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

Humanities and Fine Arts [HU] 6

ENH291 Children's Literature (3) AND Any approved General Education course in the Humanities and Fine Arts (HU) area

NOTE: ARH101, ARH102, and ENH251 are recommended.

* Indicates course has a Prerequisite and/or Corequisite.
Undergraduate Bachelor's Degree Pathway

**Social and Behavioral Sciences [SB]** 7
CFS176 Child Development (3) AND POS110 American National Government AND POS221 Arizona Constitution (1)

*SUN:* POS1110 (3) AND

Note: HIS103 United States History to 1865 may substitute for POS110.

**Natural Sciences [SQ & SG]** 8
Any approved General Education course in the Natural Sciences area

Note: Students are required to successfully complete 4 credits of [SQ] and 4 credits of [SG]. Students are encouraged to meet with an Academic Advisor for course selections that will meet the Natural Sciences [SQ] and [SG] designations.

**Historical [H] or Global [G] Awareness** 0-3
Any approved General Education course in the Historical (H) or Global (G) areas

Note: Students are encouraged to meet with an Academic Advisor for Historical (H) or Global (G) course selections that will also meet the Humanities (HU) designation.

**Cultural Diversity in the United States [C] Awareness** 0
Met by EDU222** and EDU230 in the Educator Preparation Level I area.

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

**RSC Educator Preparation Coursework Level I** 23

**Prerequisites:** Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

Note: Student should register for EDU285AD and EDU287AD prior to or along with the remaining EDU Level I courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AD</td>
<td>Seminar: Education Program Model</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AD*</td>
<td>Master Teacher Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>EDU204</td>
<td>Fine Arts in Educational Settings OR</td>
<td></td>
</tr>
<tr>
<td>EDU221</td>
<td>Introduction to Education**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU220</td>
<td>Introduction to Serving English Language Learners (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>EDU222</td>
<td>Introduction to the Exceptional Learner**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU228AC*</td>
<td>Reading and Decoding: Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDU230</td>
<td>Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU253*</td>
<td>Managing the Classroom**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**RSC Educator Preparation Coursework Level II** 26

**Prerequisites:** Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exams (content) or equivalent state exams scores.

Note: Student should register for EDU285AB and EDU287AB prior to or along with the remaining EDU Level II courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AB*</td>
<td>Current Perspectives in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AB*</td>
<td>Master Teacher Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDU209AA*</td>
<td>Teaching Students with Emotional Disabilities**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU209AB*</td>
<td>Teaching Students with Learning Disabilities**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU209AC*</td>
<td>Teaching Students with Mild and Moderate Mental Retardation/Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU209AD*</td>
<td>Teaching Students with Physical and Other Health Impairments**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU209AF*</td>
<td>Assessment of Exceptional Learners**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU217*</td>
<td>Methods for the Structured English Immersion (SEI/ESL) Student</td>
<td>3</td>
</tr>
<tr>
<td>EDU219*</td>
<td>Special Education Techniques and Methods**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU231*</td>
<td>Mathematics Techniques and Methods**+</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

*Indicates course has a Prerequisite and/or Corequisite.*
# Undergraduate Bachelor's Degree Pathway

## RSC Educator Preparation Coursework

### Level III 8

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Subject Knowledge Exam (Content).

**EDU277AC**  Special Education Student Teaching**++ 8

*Note: EDU277AC requires entire block for enrollment but only nine weeks in the classroom.*

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

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

### Program Notes:

See Student Handbook for transition steps to Northcentral University. Must receive a Rio Recommendation (RR) from Rio Salado College prior to attending Northcentral University.

*Note:* Student should apply for the Associate in Arts degree AFTER completing all Rio General Education coursework and may apply to participate in the Rio Graduation in May. By applying for your Associate in Arts degree, your High School graduation transcript will not be required at NCU.

## Northcentral University Coursework

### Level IV 30

**NOTE:** Students will be required to complete 30 pre-approved upper-division semester credits for degree completion with Northcentral University. Alternative courses/concentration needed by the student should be discussed with the Northcentral University Academic Counselor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4000C</td>
<td>The Dynamics of Schooling in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4001C</td>
<td>Foundations of School Leadership in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4002C</td>
<td>The Role of Teacher Leadership in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4003C</td>
<td>Instructional Paradigms and Technology in Special Education**++</td>
<td>3</td>
</tr>
<tr>
<td>ED4004C</td>
<td>Assessment of Student Learning in Special Education**++</td>
<td>3</td>
</tr>
<tr>
<td>ED4005C</td>
<td>School and Family Partnerships in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4006C</td>
<td>Safe Schools in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4007C</td>
<td>The School as a Learning Community in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4008C</td>
<td>Teaching and Reflective Practice in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED4009C</td>
<td>Educational Change Processes in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Post-Baccalaureate Programs

Early Childhood Education Birth-Grade 3

Students in the Early Childhood Education program are preparing to teach children from birth through third grade. This program requires 47 credits including in-person field experiences in many of the courses, an internship at the preschool level AND a 9-week (45 instructional days) student teaching experience in a K-3 classroom. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework

Level I  23

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

- EDU285AA*  Education Program Seminar  1
- EDU287AA*  Master Teacher Seminar I  1
- EEP224*  Childhood Development: Prenatal to Age Eight**+  3
- EDU232*  Serving K-12 English Language Learners (ELL)  3
- EEP240  Early Childhood Foundations**+  3
- EEP241  Early Childhood Guidance and Management**+  3
- EEP244  Early Childhood Introduction to the Exceptional Child**+  3
- EEP246  Early Childhood: Culture, Community, Family and the Child  3
- EEP250  Early Childhood Language and Literacy**+  3

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

+ Indicates that Site-based field experience MUST be done at the age identified in course title.

RSC Educator Preparation Coursework

Level II  19

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

- EDU285AC*  Education Perspectives  1
- EDU287AC*  Master Teacher Seminar III  1
- EDU251*  Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)  3

* Indicates course has a Prerequisite and/or Corequisite.

RSC Educator Preparation Coursework

Level III  8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Early Childhood Education Content Exam.

- EEP288*  Student Teaching Lab – Early Childhood K-3**+  4
- EEP289*  Internship: Early Childhood: Infant, Toddler, Preschool**+  4

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

+ Indicates that Site-based field experience MUST be done at the age identified in course title.
# Post-Baccalaureate Programs

## Elementary Education Grades 1-8

Students in the Elementary Education program are preparing to teach grades 1-8. This program requires 45 credits including in-person field experiences in many of the courses as well as a 9-week (45 instructional days) full-time student teaching experience. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

### RSC Educator Preparation Coursework

**Level I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AA*</td>
<td>Education Program Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AA*</td>
<td>Master Teacher Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>EDU235*</td>
<td>The Exceptional Learner**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU270</td>
<td>Learning and the Brain None</td>
<td>3</td>
</tr>
<tr>
<td>EDU270AA</td>
<td>Elementary Reading and Decoding**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU271</td>
<td>Phonics Based Reading and Decoding</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Prerequisites:** Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

### Level II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285AC*</td>
<td>Education Perspectives</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AC</td>
<td>Master Teacher Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EDU251</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)</td>
<td>3</td>
</tr>
<tr>
<td>EDU290*</td>
<td>Science Methods and Curriculum Development**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU293*</td>
<td>Mathematics Methods and Curriculum Development**+</td>
<td>3</td>
</tr>
<tr>
<td>EDU295*</td>
<td>Social Studies Methods and Curriculum Development**+</td>
<td>3</td>
</tr>
</tbody>
</table>

**Notes:**
- ** Indicates that IVP fingerprint clearance is required prior to enrollment.
- + Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

### Level III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU288AA*</td>
<td>Student Teaching Lab – Elementary**+</td>
<td>8</td>
</tr>
</tbody>
</table>

**Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Elementary Content Exam.

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Elementary Content Exam.

**Note:** EDU288AA requires entire block for enrollment but only nine weeks in the classroom.

**Notes:**
- ** Indicates that IVP fingerprint clearance is required prior to enrollment.
- + Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

---

*Indicates course has a Prerequisite and/or Corequisite.*
Post-Baccalaureate Programs

Secondary Education Grades 6-12

Students in the Secondary Education program are preparing to teach grades 6-12. This program requires 38 credits including in-person field experiences in many of the courses as well as a 9-week (45 instructional days) student teaching experience. Secondary students must choose a content area for certification. In Arizona it is not required that students have a degree in the chosen content area, but they must verify content proficiency through the passage of a state-approved content exam (AEPA/ NES).

RSC Educator Preparation Coursework
Level I 14

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.
EDU285AA*  Education Program Seminar 1
EDU287AA*  Master Teacher Seminar I 1
EDU232*  Serving K-12 English Language Learners (ELL) 3
EDU270  Learning and the Brain None 3
EDU272*  Educational Psychology 3
Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor’s degree or higher from an accredited university.
EDU276  Classroom Management**+ 3
** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework
Level II 16

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/ NES Subject Knowledge Exams.
EDU285AC*  Education Perspectives 1
EDU287AC*  Master Teacher Seminar III 1
EDU251*  Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) 3
EDU270AB*  Secondary Reading and Decoding 3
EDU274*  Understanding Adolescent Behavior in the Classroom**+ (grades 6-9) 3
EDU284*  Dynamic Teaching in the Secondary School**+ 2
EDU289*  Secondary Methods and Curriculum Development 1

Secondary Methods Content: Choose only one course below based on approved content for student teaching:
EDU289AA*  Secondary Social Studies Methods and Curriculum Development**+ OR
EDU289AB*  Secondary Mathematics Methods and Curriculum Development**+ OR
EDU289AC*  Secondary Science Methods and Curriculum Development**+ OR
EDU289AD*  Secondary English Methods and Curriculum Development**+ OR
EDU289AE*  Secondary Methods and Curriculum Development in Special Topics**+
** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework
Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Content Exam.
EDU288AB*  Student Teaching Lab – Secondary**+ 8
Note: EDU288AB requires entire block for enrollment but only nine weeks in the classroom.
** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

* Indicates course has a Prerequisite and/or Corequisite.
Post-Baccalaureate Programs

Special Education K-12 Cross-Categorical

Students in the Special Education Cross-Categorical program are preparing to teach Special Education classes in grades K-12. This program requires 51 credits including in-person field experience in many of the courses as well as a nine-week student teaching experience. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

Changes to Special Education Program required by Arizona Department of Education:

Current students that do not complete their program and/or receive their certification before December 31, 2015 will need to complete two additional Special Education classes.

- Language Development and Disorders (2 credits)
- Special Education Collaboration and Communication Practices (1 credit)

Beginning January 2016, Arizona will be offering only two Special Education certificates.

1. Mild to Moderate Specialist
2. Severe to Profound Specialist.

Rio Salado will only offer the Mild to Moderate certification.

RSC Educator Preparation Coursework

Level I 17

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA* Education Program Seminar 1
EDU287AA* Master Teacher Seminar I 1
EDU232* Serving K-12 English Language Learners (ELL) 3
EDU235* The Exceptional Learner**+ 3
EDU271 Phonics Based Reading and Decoding 3
EDU272* Educational Psychology 3

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

EDU276 Classroom Management**+ 3

** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Level II 26

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

EDU285AC* Education Perspectives 1
EDU287AC* Master Teacher Seminar III 1
EDU223AA* Emotional Disabilities in the Classroom**+ 3
EDU223AB* Learning Disabilities in the Classroom**+ 3
EDU223AC* Mild and Moderate Mental \ Retardation/Intellectual Disability in the Classroom 3
EDU223AD* Physical and Other Health Impairments in the Classroom**+ 3
EDU223AF* Assessment in Special Education**+ 3
EDU226* Methods in Special Education**+ 3
EDU251* Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) 3
EDU293* Mathematics Methods and Curriculum Development**+ 3

** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area as described in the course title.

Level III 8

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Special Education (CC) Content Exam.

EDU288AC* Student Teaching Lab – Special Education**+ 8

Note: EDU288AC requires entire block for enrollment but only nine weeks in the classroom.

** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.
Post-Baccalaureate Programs

Arts Education PreK-12

Students in the Arts Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experiences in many of the courses as well as a nine-week student teaching experience. Students must verify content proficiency through the passage of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework

Level I

**Prerequisites:** Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better. EDU285AA* Education Program Seminar 1 EDU232* Serving K-12 English Language Learners (ELL) 3 EDU272* Educational Psychology 3 Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor's degree or higher from an accredited university. EDU276 Classroom Management**+ 3 ** Indicates that IVP fingerprint clearance is required prior to enrollment. + Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

RSC Educator Preparation Coursework

Level II

**Prerequisites:** Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exam. EDU285AC* Education Perspectives 1 EDU251* Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) 3 EDU260AA* Art Methods and Curriculum Development for Elementary**+ 4 EDU260AB* Art Methods and Curriculum Development for Secondary**+ 4

RSC Educator Preparation Coursework

Level III

**Student Teaching Prerequisites:** Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Art Content Exam. EFE260* Student Teaching Lab K-12 - Art**+ 12

Note: EFE260 requires entire block for enrollment but only nine weeks in the classroom. ** Indicates that IVP fingerprint clearance is required prior to enrollment. + Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.
Post-Baccalaureate Programs

Dance Arts Education PreK-12

Students in the Dance Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experience in many of the courses as well as a nine-week student teaching experience. The PreK-12 Dance Arts certificate requires 24 credits of approved content in dance. No AEPA available for Dance Arts.

RSC Educator Preparation Coursework

Level I

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.
EDU285AA* Education Program Seminar 1
EDU232* Serving K-12 English Language Learners (ELL) 3
EDU272* Educational Psychology 3
Note: For post-baccalaureate students, EDU272 prerequisite is met with a Bachelor’s degree or higher from an accredited university.
EDU276 Classroom Management**+ 3
** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Level II

Prerequisites: Completion of Level I and FORMAL ADMISSION to Level II along with passing AEPA/NES Subject Knowledge Exam.
EDU285AC* Education Perspectives 1
EDU251* Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) 3
EDU261AA* Dance Methods and Curriculum Development for Elementary**+ 4
EDU261AB* Dance Methods and Curriculum Development for Secondary**+ 4

Level III

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and 24 credits of approved content coursework. EFE261* Student Teaching Lab K-12 - Dance**+ 12
Note: EFE261 requires entire block for enrollment but only nine weeks in the classroom.
** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.
Post-Baccalaureate Programs

Dramatic Arts Education PreK-12

Students in the Dramatic Arts Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experience in many of the courses as well as a nine-week student teaching experience. The PreK-12 Dramatic Arts certificate requires 24 credits of approved content in theater or speech. No AEPA available for Dramatic Arts.

RSC Educator Preparation Coursework

Level I 10

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA* Education Program Seminar 1
EDU232* Serving K-12 English Language Learners (ELL) 3
EDU272* Educational Psychology 3

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

EDU276 Classroom Management**+ 3

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

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

RSC Educator Preparation Coursework

Level II 12

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

EDU285AC* Education Perspectives 1
EDU251* Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) 3
EDU262AA* Dramatic Arts Methods and Curriculum Development for Elementary**+ 4
EDU262AB* Dramatic Arts Methods and Curriculum Development for Secondary**+ 4

RSC Educator Preparation Coursework

Level III 12

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and 24 credits of approved content coursework.

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

Note: EFE262 requires entire block for enrollment but only nine weeks in the classroom.

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Post-Baccalaureate Programs

Music Education PreK-12

Students in the Music Education program are preparing to teach grades PreK-12. This program requires 34 credits including in-person field experiences in many of the courses as well as a nine-week student teaching experience. Students must verify content proficiency through the passing score of a state-approved content exam (AEPA/NES).

RSC Educator Preparation Coursework

Level I

Prerequisites: Educator Preparation Program Application and Certification Admission Plan (CAP) forms and Enrollment at Rio Salado required. Must pass all EDU coursework with a grade of B or better.

EDU285AA*  Education Program Seminar 1
EDU232*  Serving K-12 English Language Learners (ELL) 3
EDU272*  Educational Psychology 3

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

EDU276  Classroom Management**+ 3

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

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

RSC Educator Preparation Coursework

Level II

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

EDU285AC*  Education Perspectives 1
EDU251*  Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) 3
EDU263AA*  Music Methods and Curriculum Development for Elementary**+ 4
EDU263AB*  Music Methods and Curriculum Development for Secondary**+ 4

RSC Educator Preparation Coursework

Level III

Student Teaching Prerequisites: Completion of all Level I and Level II coursework with grade of B or better and passage of AEPA Music Content exam.

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

Note: EFE263 requires entire block for enrollment but only nine weeks in the classroom.

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Teacher-in-Residence Programs

The Teacher-In-Residence Intern Programs allow students who already hold a bachelor’s degree to receive employment in a classroom while simultaneously completing their education coursework toward certification. The Post-Baccalaureate Teacher-In-Residence Programs are approved by the Arizona Department of Education.

To work in the programs, students must be recommended by a school district for full-time employment, have successfully passed the Arizona Education Proficiency Assessment (AEPA/NES) in the content for which they are employed, passed Accuplacer, provide a current IVP fingerprint card, and have completed a course/workshop in Structured English Immersion.

Elementary Education Grades 1-8

Students in the Elementary Education program are preparing to teach grades 1-8. This program requires 45 credits including in-person field experiences in many of the courses as well as 8 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 45

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU222*</td>
<td>Introduction to the Exceptional Learner**</td>
<td>3</td>
</tr>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU235*</td>
<td>The Exceptional Learner**</td>
<td>3</td>
</tr>
<tr>
<td>EDU251*</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU255AC*</td>
<td>Intern Certificate Student Teaching Lab - Elementary Education I**</td>
<td>2</td>
</tr>
<tr>
<td>EDU255AD*</td>
<td>Intern Certificate Student Teaching Lab - Elementary Education II**</td>
<td>2</td>
</tr>
<tr>
<td>EDU255AE*</td>
<td>Intern Certificate Student Teaching Lab - Elementary Education III**</td>
<td>2</td>
</tr>
<tr>
<td>EDU255AF*</td>
<td>Intern Certificate Student Teaching Lab - Elementary Education IV**</td>
<td>2</td>
</tr>
<tr>
<td>EDU270*</td>
<td>Learning and the Brain</td>
<td>3</td>
</tr>
<tr>
<td>EDU270AA*</td>
<td>Elementary Reading and Decoding**</td>
<td>3</td>
</tr>
<tr>
<td>EDU271*</td>
<td>Phonics Based Reading and Decoding**</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU276*</td>
<td>Classroom Management**</td>
<td>3</td>
</tr>
<tr>
<td>EDU285*</td>
<td>Education Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU287AA*</td>
<td>Master Teacher Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AC*</td>
<td>Master Teacher Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EDU290*</td>
<td>Science Methods and Curriculum Development**</td>
<td>3</td>
</tr>
<tr>
<td>EDU293*</td>
<td>Mathematics Methods and Curriculum Development**</td>
<td>3</td>
</tr>
<tr>
<td>EDU295*</td>
<td>Social Studies Methods and Curriculum Development**</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Secondary Education Grades 6-12

Students in the Secondary Education program are preparing to teach grades 6 - 12. This program requires 45 instructional days including in-person field experiences in many of the courses as well as 8 credits of student teaching experience. Secondary students must choose a content area for certification. In Arizona, it is not required that students have a degree in the chosen content area, but they must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 45

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU222*</td>
<td>Introduction to the Exceptional Learner**</td>
<td>3</td>
</tr>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU251*</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU255AC*</td>
<td>Intern Certificate Student Teaching Lab - Elementary Education I**</td>
<td>2</td>
</tr>
<tr>
<td>EDU256AD*</td>
<td>Intern Certificate Student Teaching Lab - Secondary Education II**</td>
<td>2</td>
</tr>
<tr>
<td>EDU256AE*</td>
<td>Intern Certificate Student Teaching Lab - Secondary Education III**</td>
<td>2</td>
</tr>
</tbody>
</table>
**Teacher-in-Residence Programs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU256AF*</td>
<td>Intern Certificate Student Teaching Lab - Secondary Education IV**</td>
<td>2</td>
</tr>
<tr>
<td>EDU270*</td>
<td>Learning and the Brain</td>
<td>3</td>
</tr>
<tr>
<td>EDU270AB*</td>
<td>Secondary Reading and Decoding**</td>
<td>3</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU274*</td>
<td>Understanding Adolescent Behavior in the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU284*</td>
<td>Dynamic Teaching in the Secondary School**</td>
<td>2</td>
</tr>
<tr>
<td>EDU285*</td>
<td>Education Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU276*</td>
<td>Classroom Management**</td>
<td>3</td>
</tr>
<tr>
<td>EDU287AA*</td>
<td>Master Teacher Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AC*</td>
<td>Master Teacher Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EDU289*</td>
<td>Secondary Methods and Curriculum Development**</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Student must choose one (1) of the following:
- EDU289AA or EDU289AB or EDU289AC or EDU289AD or EDU289AE.

**Special Education K-12 Cross-Categorical**

Students in the Special Education program are preparing to teach grades K-12. Special Education certifications include Cross-categorical, Emotional Disabilities, Learning Disabilities, Mental Challenges, Orthopedic Impairments, and Other Health Impairments. This program requires 51 credits including in-person field experiences in many of the courses as well as 8 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/INES).

**Changes to Special Education Program required by Arizona Department of Education:**

Current students that do not complete their program and/or receive their certification before December 31, 2015 will need to complete two additional Special Education classes.

- Language Development and Disorders (2 credits)
- Special Education Collaboration and Communication Practices (1 credit)

Beginning January 2016, Arizona will be offering only two Special Education certificates.

1. Mild to Moderate Specialist
2. Severe to Profound Specialist.

Rio Salado will only offer the Mild to Moderate certification.

**Required Coursework:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU222*</td>
<td>Introduction to the Exceptional Learner**</td>
<td>3</td>
</tr>
<tr>
<td>EDU223AA*</td>
<td>Emotional Disabilities in the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU223AB*</td>
<td>Learning Disabilities in the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU223AC*</td>
<td>Mild and Moderate Intellectual Disability in the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU223AD*</td>
<td>Physical and Other Health Impairments in the Classroom**</td>
<td>3</td>
</tr>
<tr>
<td>EDU223AF*</td>
<td>Assessment in Special Education**</td>
<td>3</td>
</tr>
<tr>
<td>EDU226*</td>
<td>Methods in Special Education**</td>
<td>3</td>
</tr>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU251*</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
Teacher-in-Residence Programs

**Teacher-in-Residence Programs**

EDU257AC* Intern Certificate Student Teaching Lab - Special Education I** 2
EDU257AD* Intern Certificate Student Teaching Lab - Special Education II** 2
EDU257AE* Intern Certificate Student Teaching Lab - Special Education III** 2
EDU257AF* Intern Certificate Student Teaching Lab - Special Education IV** 2
EDU271* Phonics Based Reading and Decoding** 3
EDU272* Educational Psychology 3
EDU276* Classroom Management** 3
EDU285* Education Seminar 2
EDU287AA* Master Teacher Seminar I 1
EDU287AC* Master Teacher Seminar III 1
EDU293* Mathematics Methods and Curriculum Development** 3

** Indicates that IVP fingerprint clearance is required prior to enrollment.
+
Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

---

**Arts Education K-12: Fine Arts**

Students in the Fine Arts program are preparing to teach grades K-12. This program requires 34 credits including in-person field experiences in both elementary and secondary teaching methods as well as 8 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA).

**Required Coursework:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU251*</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU260AA*</td>
<td>Art Methods and Curriculum Development for Elementary**</td>
<td>4</td>
</tr>
<tr>
<td>EDU260AB*</td>
<td>Art Methods and Curriculum Development for Secondary</td>
<td>4</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU276*</td>
<td>Classroom Management**</td>
<td>3</td>
</tr>
<tr>
<td>EDU285*</td>
<td>Education Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU287AA*</td>
<td>Master Teacher Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AC*</td>
<td>Master Teacher Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EFE260AC*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Art Education I***</td>
<td>3</td>
</tr>
<tr>
<td>EFE260AD*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Art Education II***</td>
<td>3</td>
</tr>
<tr>
<td>EFE260AE*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Art Education III***</td>
<td>3</td>
</tr>
<tr>
<td>EFE260AF*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Art Education IV***</td>
<td>3</td>
</tr>
</tbody>
</table>

** Indicates that IVP fingerprint clearance is required prior to enrollment.
+
Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

* Indicates course has a Prerequisite and/or Corequisite.
Teacher-in-Residence Programs

Arts Education K-12: Dance Education

Students in the Dance Education program are preparing to teach grades K-12. This program requires 34 credits including in-person field experience work in both elementary and secondary teaching methods as well as 12 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 34

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU251*</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU261AA*</td>
<td>Dance Methods and Curriculum Development for Elementary**</td>
<td>4</td>
</tr>
<tr>
<td>EDU261AB*</td>
<td>Dance Methods and Curriculum Development for Secondary</td>
<td>4</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU276*</td>
<td>Classroom Management**</td>
<td>3</td>
</tr>
<tr>
<td>EDU285*</td>
<td>Education Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU287AA*</td>
<td>Master Teacher Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AC*</td>
<td>Master Teacher Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EFE261AC*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Dance Education I***</td>
<td>3</td>
</tr>
<tr>
<td>EFE261AD*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Dance Education II***</td>
<td>3</td>
</tr>
<tr>
<td>EFE261AE*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Dance Education III***</td>
<td>3</td>
</tr>
<tr>
<td>EFE261AF*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Dance Education IV***</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Arts Education K-12: Dramatic Arts Education

Students in the Dramatic Arts Education program are preparing to teach grades K-12. This program requires 34 credits including in-person field experience work in both elementary and secondary teaching methods as well as 12 credits of full-time student teaching. Students must verify content proficiency through the passage of a federally-approved content exam (AEPA/NES).

Required Coursework: 34

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU232*</td>
<td>Serving K-12 English Language Learners (ELL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU251*</td>
<td>Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**</td>
<td>3</td>
</tr>
<tr>
<td>EDU262AA*</td>
<td>Dramatic Arts Methods and Curriculum Development for Elementary**</td>
<td>4</td>
</tr>
<tr>
<td>EDU262AB*</td>
<td>Dramatic Arts Methods and Curriculum Development for Secondary</td>
<td>4</td>
</tr>
<tr>
<td>EDU272*</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU276*</td>
<td>Classroom Management**</td>
<td>3</td>
</tr>
<tr>
<td>EDU285*</td>
<td>Education Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU287AA*</td>
<td>Master Teacher Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDU287AC*</td>
<td>Master Teacher Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EFE262AC*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Drama Education I***</td>
<td>3</td>
</tr>
<tr>
<td>EFE262AD*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Drama Education II***</td>
<td>3</td>
</tr>
<tr>
<td>EFE262AE*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Drama Education III***</td>
<td>3</td>
</tr>
<tr>
<td>EFE262AF*</td>
<td>Intern Certificate Student Teaching Lab K-12 – Drama Education IV***</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

* Indicates course has a Prerequisite and/or Corequisite.
Teacher-in-Residence Programs

Arts Education K-12: Music Education

Students in the Music Education program are preparing to teach grades K-12. This program requires 34 credits including in-person field experiences in both elementary and secondary teaching methods as well as 12 credits of full-time student teaching. Students must verify content proficiency through the passing score of a federally-approved content exam (AEPA/NES).

Required Coursework: 34

EDU232* Serving K-12 English Language Learners (ELL)** 3
EDU251* Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)** 3
EDU263AA* Music Methods and Curriculum Development for Elementary** 4
EDU263AB* Music Methods and Curriculum Development for Secondary 4
EDU272* Educational Psychology 3
EDU276* Classroom Management** 3
EDU285* Education Seminar 2
EDU287AA* Master Teacher Seminar I 1
EDU287AC* Master Teacher Seminar III 1
EFE263AC* Intern Certificate Student Teaching Lab K-12 – Music Education I*** 3
EFE263AD* Intern Certificate Student Teaching Lab K-12 – Music Education II*** 3
EFE263AE* Intern Certificate Student Teaching Lab K-12 – Music Education III*** 3
EFE263AF* Intern Certificate Student Teaching Lab K-12 – Music Education IV*** 3

** Indicates that IVP fingerprint clearance is required prior to enrollment.
+ Indicates that Site-based field experience MUST be done in the content area for which student is seeking certification.

Teacher Endorsement Programs

Arts Endorsement K-12

Professional Development courses are designed for teachers who have a teaching certificate.

Required Coursework: 6

EPD212AA* Elementary Art Methods and Curriculum Development 3
EPD212AB* Secondary Art Methods and Curriculum Development 3

Dance Endorsement K-12

Dance Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Dance Endorsement to their current teaching certificate by taking Rio Salado College’s methods courses.

Required Coursework: 6

EDU261AA* Dance Methods and Curriculum Development for Elementary 3
EDU261AB* Dance Methods and Curriculum Development for Secondary 3

Dramatic Arts Endorsement K-12

Dramatic Arts Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Dramatic Art Endorsement to their current teaching certificate by taking Rio Salado College’s methods courses.

Required Coursework: 6

EPD214AA* Elementary Dramatic Arts Methods and Curriculum Development 3
EPD214AB* Secondary Dramatic Arts Methods and Curriculum Development 3

* Indicates course has a Prerequisite and/or Corequisite.
Teacher Endorsement Programs

Music Endorsement K-12

Music Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Music Endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

**Required Coursework:**  
- EPD215AA* Elementary Music Methods Curriculum Development 3
- EPD215AB* Secondary Music Methods Curriculum Development 3

Computer Science and eLearning Design Endorsement

Rio Salado College offers an eLearning Design Specialist program for K-12 teachers interested in working with students online. You will learn how to custom design and deliver online content including courses, educational technology, learner engagement, online assessments and more.

Completion of 30 credit hours from the ELN courses listed below will satisfy the Arizona Department of Education requirement for a Computer Science endorsement. Both ELN112 and ELN113 must be included and applied toward the 30 credit hours.

**Required Coursework:**  
- ELN100* Foundations of eLearning Design for K-12 3
- ELN103* K-12 eLearning Technology and Media 3
- ELN105* Classroom Management in K-12 eLearning 3
- ELN106* Discipline and Behavior in K-12 eLearning 3
- ELN107* Parent Communication and Involvement in K-12 eLearning 3
- ELN108* Legal Issues in K-12 eLearning 3
- ELN109* Engaging K-12 eLearners 3
- ELN111* K-12 eLearning Environments 3
- ELN112* Methods of Building and Facilitating eLearning 9-12 3
- ELN113* Methods of Building and Facilitating eLearning K-8 3
- ELN121* Evaluating K-12 eLearning 3
- ELN122* K-12 eLearning Assessment Creation 3

Early Childhood, Birth through Age 8 or through Grade 3 Endorsement

All teachers serving children birth through kindergarten must have a provisional Early Childhood certificate, standard early childhood certificate, or an early childhood endorsement by July 1, 2012.

An individual who holds the Early Childhood endorsement in combination with an Arizona Cross-Categorical, Emotional Disability, Learning Disability, Mental Retardation, Orthopedic/Other Health Impairment or Severely and Profoundly Disabled Special Education teaching certificate is not required to hold the Early Childhood Special Education certificate.

**Required Coursework:**  
- EEC200* Early Learning Foundations 3
- EEC201* Early Learning Guidance and Management 3
- EEC202* Early Learning Introduction to the Exceptional Young Child 3
- EEC203* Early Learning Culture, Community, Family and the Child 3
- EEC204* Early Learning Language and Literacy Development 3
- EEC206* Standards, Observation and Assessment of Typical and Atypical Behaviors 3
- EEC222* Early Learning: The Developing Child Prenatal to Age Eight 3
- EEP288* Student Teaching Lab - Early Childhood 4
- EEP289* Internship: Early Childhood Infant, Toddler, Preschool 4

* Indicates course has a Prerequisite and/or Corequisite.
Teacher Endorsement Programs

English as a Second Language Endorsement

ESL Endorsement courses are designed for currently certified elementary, secondary, special education career and technical education, supervisors, principal or superintendent certificate. Teachers can add the ESL Endorsement to their current teaching certificate by taking Rio Salado College courses.

Arizona Department of Education Shared Requirements:

An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL Specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction. Classroom teachers, supervisors, principals, and superintendents holding a full English as a Second Language (ESL) endorsement or a full bilingual endorsement are not required to obtain the provisional or full Structured English Immersion (SEI) endorsement.

Required Coursework: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU230</td>
<td>Cultural Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG213*</td>
<td>Introduction to the Study of Language</td>
<td>3</td>
</tr>
<tr>
<td>EPD220*</td>
<td>Introduction to Serving English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EPD233**</td>
<td>Structured English Immersion and English as a Second Language Teaching Method for Certified Teachers **</td>
<td>3</td>
</tr>
<tr>
<td>EPD244*</td>
<td>Reading and Writing in SEI/ESL/Bilingual Settings</td>
<td>3</td>
</tr>
<tr>
<td>EPD246*</td>
<td>Teaching and Assessment of English Language Learners (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>EPD247</td>
<td>Practicum for English as a Second Language (ESL)/Bilingual Teachers+</td>
<td>3</td>
</tr>
</tbody>
</table>

** Note: Students who have taken EDU240 or EDU251 Methods for Teaching SEI/ESL in the Post-Bacc Program or EDU228 SEI/ESL Teaching Methods have met this ESL requirement. EDU240/228 fulfills the ESL requirement, but not an SEI requirement. EDU220/EPD220, EDU233/251 or EPD233 will meet both an ESL and a SEI requirement.

+ Course is not required if teacher submits 2 years of verified ESL or bilingual teaching experience (verified by district superintendent) to the AZ Department of Education.

Rio Salado College offers the following courses to meet the methods requirements listed above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB101</td>
<td>Elementary Arabic I</td>
<td>4</td>
</tr>
<tr>
<td>ARB102*</td>
<td>Elementary Arabic II</td>
<td>4</td>
</tr>
<tr>
<td>ARB201*</td>
<td>Intermediate Arabic I</td>
<td>4</td>
</tr>
<tr>
<td>ARB202*</td>
<td>Intermediate Arabic II</td>
<td>4</td>
</tr>
<tr>
<td>CHI101</td>
<td>Elementary Chinese (Mandarin)</td>
<td>5</td>
</tr>
<tr>
<td>CHI102*</td>
<td>Elementary Chinese (Mandarin)</td>
<td>5</td>
</tr>
<tr>
<td>CHI201*</td>
<td>Intermediate Chinese I</td>
<td>5</td>
</tr>
<tr>
<td>CHI202*</td>
<td>Intermediate Chinese II</td>
<td>5</td>
</tr>
<tr>
<td>FRE101</td>
<td>Elementary French I</td>
<td>4</td>
</tr>
<tr>
<td>FRE102*</td>
<td>Elementary French II</td>
<td>4</td>
</tr>
<tr>
<td>FRE201*</td>
<td>Intermediate French I</td>
<td>4</td>
</tr>
<tr>
<td>FRE202*</td>
<td>Intermediate French II</td>
<td>4</td>
</tr>
<tr>
<td>GER101</td>
<td>Elementary German I</td>
<td>4</td>
</tr>
<tr>
<td>GER102*</td>
<td>Elementary German II</td>
<td>4</td>
</tr>
<tr>
<td>GER201*</td>
<td>Intermediate German I</td>
<td>4</td>
</tr>
<tr>
<td>GER202</td>
<td>Intermediate German II</td>
<td>4</td>
</tr>
<tr>
<td>JPN101</td>
<td>Elementary Japanese I</td>
<td>5</td>
</tr>
<tr>
<td>JPN102*</td>
<td>Elementary Japanese II</td>
<td>5</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>SPA119</td>
<td>Spanish for Educational Settings I</td>
<td>3</td>
</tr>
<tr>
<td>SPA120*</td>
<td>Spanish for Educational Settings II</td>
<td>3</td>
</tr>
<tr>
<td>SPA201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA202*</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA115</td>
<td>Beginning Spanish Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPA116*</td>
<td>Beginning Spanish Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>SPA225*</td>
<td>Intermediate Spanish Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPA226*</td>
<td>Intermediate Spanish Conversation II</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.
## Teacher Endorsement Programs

### Middle School Endorsement Grades 5-9

Endorsement may expand the grades a teacher is authorized to teach with an Elementary or Secondary certificate. This endorsement does not make the person highly qualified.

**Required Coursework:**

- EPD224* Teaching in the Middle School 3
- EPD248* Adolescent Behavior 3
- EPD286* Middle School Practicum (Note: Requires own classroom to complete.) 3

### Physical Education Endorsement K-12

Physical Education Endorsement courses are designed for currently certified elementary, secondary or special education teachers. Teachers can add the Physical Education Endorsement to their current teaching certificate by taking Rio Salado College's methods courses.

**Required Coursework:**

- EPD216AA* Elementary Physical Education Methods and Curriculum Development 3
- EPD216AB* Secondary Physical Education Methods and Curriculum Development 3

### Structured English Immersion (SEI) Endorsement K-12

All classroom teachers (Arts Education, Career and Technical, Early Childhood, Elementary, Secondary, Special Education, Teaching Intern, or Foreign Teaching), and certified administrators (Supervisor, Principal, Superintendent, or Interim Administrator) must hold a valid SEI endorsement. However, teachers and administrators who hold a full ESL or full Bilingual Endorsement are exempt from the SEI requirement.

**Required Coursework:**

- EPD233 Structured English Immersion and English as a Second Language Teaching Methods for Certified Teachers** 3
- OR
- EPD244 Reading and Writing in SEI/ESL Bilingual Settings** 3

### Mathematics Endorsement K-8

The Mathematics Endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, consultant, interventionist or coach.

**Required Coursework:**

- EPD250* Teaching Elementary Number Sense and Operations, Grades K-8 6
- EPD251* Teaching Geometry and Measurement, Grades K-8 3
- EPD252* Teaching Patterns, Algebra and Functions, Grades K-8 6
- EPD253* Teaching Data Analysis, Probability and Discrete Mathematics, Grades K-8 3
- EPD254* Mathematics Classroom Assessment 3
- EPD255* Research-Based Practices, Pedagogy, and Instructional Leadership in Mathematics 3

* Indicates course has a Prerequisite and/or Corequisite.
Teacher Endorsement Programs

Reading Endorsement Grades K-8

Reading Endorsement courses are designed for currently certified Education teachers. Teachers can add the Reading Endorsement to their current teaching certificate by taking the following Rio Salado College courses.

**Required Coursework:** 24

- ENH291 **Children's Literature** 3
- EPD270* **Theoretical and Research Foundations of Language and Literacy** 3
- EPD271AA* **Essential Elements of Elementary Reading and Writing Instruction K-8** 3
- EPD272AA* **Elements of Elementary Content Area Reading and Writing K-8** 3
- EPD274* **Reading Assessment** 6
- EPD276* **The Teacher Leader** 3
- EPD277AA* **Reading Field Experience K-8** 3

Reading Endorsement Grades 6-12

Reading Endorsement courses are designed for currently certified Education teachers. Teachers can add the Reading Endorsement to their current teaching certificate by taking the following Rio Salado College courses.

**Required Coursework:** 24

- ENH292 **Literature for Adolescents** 3
- EPD270* **Theoretical and Research Foundations of Language and Literacy** 3
- EPD271AA* **Essential Elements of Elementary Reading and Writing Instruction 6-12** 3
- EPD271AB* **Essential Elements of Elementary Reading and Writing Instruction 6-12** 3
- EPD272AA* **Elements of Adolescent Content Area Reading and Writing 6-12** 3
- EPD274* **Reading Assessment** 6
- EPD276* **The Teacher Leader** 3
- EPD277AA* **Reading Field Experience K-8** 3
- EPD277AB* **Reading Field Experience 6-12** 3

Reading Endorsement Grades K-12

Reading Endorsement courses are designed for currently certified Education teachers. Teachers can add the Reading Endorsement to their current teaching certificate by taking the following Rio Salado College courses.

**Required Coursework:** 30

- EPD270* **Theoretical and Research Foundations of Language and Literacy** 3
- EPD271AA* **Essential Elements of Elementary Reading and Writing Instruction K-8** 3
- EPD271AB* **Essential Elements of Elementary Reading and Writing Instruction 6-12** 3
- EPD272AA* **Elements of Elementary Content Area Reading and Writing K-8** 3
- EPD272AA* **Elements of Adolescent Content Area Reading and Writing 6-12** 3
- EPD274* **Reading Assessment** 6
- EPD276* **The Teacher Leader** 3
- EPD277AA* **Reading Field Experience K-8** 3
- EPD277AB* **Reading Field Experience 6-12** 3

*Indicates course has a Prerequisite and/or Corequisite.
Rio Salado successfully partners with corporations, government agencies and associations to provide quality education and customized training, allowing employees to earn certificates and college degrees in a variety of fields. Rio Salado’s educational partnerships provide employees with the skills and knowledge they need to succeed in today’s competitive environment. We also offer customized training designed specifically for your organization’s needs and culture. The training is convenient, flexible and cost-effective. Note: all programs in this section were designed to meet the needs of specific industries. Employment by these organizations is required.

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

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

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

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

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

Hardware and Networking Basics
Certificate of Completion in
Hardware and Networking Basics

Information Technology Entrepreneurship
Certificate of Completion in
Information Technology Entrepreneurship

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

Public Administration: Legal Services
Certificate of Completion in
Public Administration: Legal Services

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

Workforce Development and Community Re-Entry
Certificate of Completion in:
Workforce Development and Community Re-Entry
Workforce Development: Carpentry Level I
Workforce Development: Carpentry Level II
Workforce Development: Electrical Level I
Workforce Development: Electrical Level II
Workforce Development: Horticulture
Workforce Development: Landscape Technology
Workforce Development: Automotive Technology Level I
Workforce Development: Automotive Technology Level II
Workforce Development: Furniture Construction/Refinishing Level I
Workforce Development: Furniture Construction/Refinishing Level II
Workforce Development: Graphic Arts Level I
Workforce Development: Graphic Arts Level II
Associate in Applied Science in
Workforce Development and Community Re-Entry


**Airline Operations**

**Certificate of Completion in Airline Operations: Reservations**

The Certificate of Completion (CCL) in Airline Operations: Reservations program provides students with training in airline reservations and sales. Courses cover Federal Aviation Administration rules and regulations as well as customer service, fares, ticketing procedures, seat assignments, and computer familiarization.

**CIPS Code: 52.0411**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>AIR106*</td>
<td>Reservations/Sales Training III</td>
<td>3</td>
</tr>
<tr>
<td>AIR110*</td>
<td>Advanced Reservations/Sales Training</td>
<td>2</td>
</tr>
</tbody>
</table>

11 courses total.

---

**Certificate of Completion in Airline Operations: Reservations and Ticketing Services**

The Certificate of Completion (CCL) in Airline Operations: Reservations and Ticketing Services program is designed to provide students with training in airline reservations and ticketing services. Courses cover all aspects of reservations and ticketing procedures, including fares, itineraries, seat assignments and mileage plans as well as basic international travel.

**CIPS Code: 52.0411**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR160</td>
<td>Reservations/Booking Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AIR161*</td>
<td>Airline Reservations System</td>
<td>2</td>
</tr>
<tr>
<td>AIR163*</td>
<td>Advanced Airline Reservations</td>
<td>2</td>
</tr>
<tr>
<td>AIR165</td>
<td>Overview of Flight Schedules/ Itineraries</td>
<td>3</td>
</tr>
</tbody>
</table>

10 courses total.

---

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

Certificate of Completion in Airline Operations: Passenger Services

The Certificate of Completion in Airline Operations: Passenger Services is designed to provide students with training in airline ticketing and passenger services. Courses cover all facets of airline passenger services including ticketing, fares, payments, baggage, and standby procedures. Rules and regulations of the Federal Aviation Administration are emphasized.

**CIPS Code: 49.0104**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</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) OR</td>
<td></td>
</tr>
<tr>
<td>BPCxxx</td>
<td>Any Business-Personal Computer Course (1) OR</td>
<td></td>
</tr>
<tr>
<td>CISxxx</td>
<td>Any Computer Information Systems Course (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

Certificate of Completion in Airline Operations: Initial Flight Attendant

The Certificate of Completion (CCL) in Airline Operations: Initial Flight Attendant provides training for airline flight attendants. Inflight training procedures are covered for the Airbus A319/320 aircraft as well as transition training for the Boeing 737 and 757. Courses also cover emergency medical procedures, security procedures, and general operations as well as Federal Aviation Administration rules and regulations.

**CIPS Code: 49.0106**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR118</td>
<td>Emergency Medical Procedures</td>
<td>2</td>
</tr>
<tr>
<td>AIR120*</td>
<td>Airbus A319/320 Initial Training</td>
<td>3</td>
</tr>
<tr>
<td>AIR122*</td>
<td>Airbus A319/320 Emergency Procedures</td>
<td>2</td>
</tr>
<tr>
<td>AIR124*</td>
<td>Boeing 757 Transition Training</td>
<td>2</td>
</tr>
<tr>
<td>AIR125*</td>
<td>Boeing 737 Transition Training</td>
<td>1</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. To speak to an academic advisor, call 480-517-8580.

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

Certificate of Completion in Airline Operations: Ground Operations

The Certificate of Completion (CCL) in Airline Operations: Ground Operations is designed to provide ramp safety and ground operation procedures for airline employees. Courses cover all aspects of the ramp environment including procedures for arrival, turnaround, and departure conditions. Familiarization of various aircraft with an emphasis on engine safety, structural and performance limits, flight crew requirements and passenger capacities is also covered. Rules and regulations of the Federal Aviation Administration are emphasized.

CIPS Code: 49.0104

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 7-8
AIR140* Ramp Safety Procedures 2
AIR142* Aircraft Dynamics 3
BPCxxx Any BPC Business-Personal Computer Course (1) AND
AIR121 Airline Cargo Services (2) OR
AIR146 Aircraft Load Planning (1) 2-3

Restricted Electives: 3
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems 3
COM110 Interpersonal Communications 3
COM230 Small Group Communications 3
MGT229 Management and Leadership I 3

Associate in Applied Science in Airline Operations

The Associate in Applied Science (AAS) in Airline Operations program is designed to provide students with the opportunity to specialize in specific areas of airline operations while still meeting the rigid Federal Aviation Administration requirements. Students may choose to specialize in the areas of Reservations, Reservations and Ticketing Services, Passenger Services, Initial Flight Attendant, and Ground Operations.

CIPS Code: 49.0104

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 26-29
Certificate of Completion in Organizational Leadership (18) OR
Certificate of Completion in Quality Customer Service (16-17) 16-18
AND
Certificate of Completion in Airline Operations: Reservations (11) OR
Certificate of Completion in Airline Operations: Reservations and Ticketing Services (10) OR
Certificate of Completion in Airline Operations: Initial Flight Attendant (10) OR
Certificate of Completion in Airline Operations: Ground Operations (10-11) 10-11

Restricted Electives: 10-13
Students must choose 10-13 industry/job specific electives credits and have them approved by the department chair.

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

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6
- ENG101* First-Year Composition \( \text{SUN: ENG1101} (3) \) AND
- ENG102* First-Year Composition \( \text{SUN: ENG1102} (3) \) OR
- ENG111* Technical and Professional Writing \( (3) \)

Oral Communication 3
- COM100 Introduction to Human Communication \( \text{SUN: COM1100} (3) \) OR
- COM230 Small Group Communication \( \text{SUN: COM2271} (3) \)

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

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

General Education Distribution: 10

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

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

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

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Airline Operations: Reservations (11 credits)
- Airline Operations: Reservations and Ticketing Services (10 credits)
- Airline Operations: Passenger Services (10 credits)
- Airline Operations: Initial Flight Attendant (10 credits)
- Airline Operations: Ground Operations (10-11 credits)

Associate in Applied Science in:
- Airline Operations (61-64 credits)

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

Minimum GPA 2.0

*Indicates course has a Prerequisite and/or Corequisite.
Certification of Completion in Broadband Telecommunications: Account Services

The Certification of Completion (CCL) in Broadband Telecommunications: Account Services is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on customer interaction in the digital telephone area, including account services, installation, and billing practices.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</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>
<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>

Certification of Completion in Broadband Telecommunications: Technical Support Services

The Certification of Completion (CCL) in Broadband Telecommunications: Technical Support Services is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on technical support services in the areas of telephony, video and high speed internet.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</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>

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

**Certificate of Completion in Broadband Telecommunications: Field Operations**

The Certificate of Completion (CCL) in Broadband Telecommunications: Field Operations is designed to provide students with training required for employment in the broadband telecommunications industry. Courses focus on field operations in the various areas of broadband telecommunications including drop service initiation, planning, and maintenance as well as high speed internet procedures.

**CIPS Code: 47.0103**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:** 12

<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.*

**Associate in Applied Science in Broadband Telecommunications**

The Associate in Applied Science (AAS) in Broadband Telecommunications is designed to provide students with the training required for employment in the broadband telecommunications industry. The program covers telecommunications issues and procedures in the areas of account services, technical support services, and field operations. Courses focus on customer interaction and technical operations in the various areas of telecommunications including telephone, television, and high speed internet.

**CIPS Code: 52.0411**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:** 11-12

- Certificate of Completion in Broadband Telecommunications: Account Services 11
- OR
- Certificate of Completion in Broadband Telecommunications: Technical Support Services 11
- OR
- Certificate of Completion in Broadband Telecommunications: Field Operations 12

*Indicates course has a Prerequisite and/or Corequisite.*
Educational Partnerships & Customized Training

**Broadband Telecommunications**

**Restricted Electives:** 23-24
Students must choose 23-24 industry/job specific elective credits from the list of Restricted Electives below. These industry/job specific credits must include a minimum of 9 credits with a common prefix.

- BPCxxx Any BPC Business-Personal Computers course
- BTOxxx Any BTO Business Technology for the Office course
- CISxxx Any CIS Computer Information Systems course
- CSRxxx Any CSR Customer Service Representative course
- GBSxxx Any GBS General Business course
- MGTxxx Any MGT Management course
- PGRxxx Any PGR Professional Growth course
- TLTxxx Any TLT Telecommunications Technology course
- TQMxxx Any TQM Total Quality Management course

**General Education Requirements:** 25

**General Education Core:** 15

**First-Year Composition**

- ENG101* First-Year Composition (SUN: ENG1101 (3))
- ENG102* First-Year Composition (SUN: ENG1102 (3) OR ENG111* Technical and Professional Writing (3)

**Oral Communication**

- COM100 Introduction to Human Communication (SUN: COM1100 (3) OR COM230 Small Group Communication (SUN: COM2271 (3)

**Critical Reading**

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

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

**General Education Distribution:** 10

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

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

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

**Certificate(s) or Degree(s) Awarded:**
Certificate of Completion in:
- Broadband Telecommunications: Account Services (11 credits)
- Broadband Telecommunications: Technical Support Services (11 credits)
- Broadband Telecommunications: Field Operations (12 credits)

Associate in Applied Science in:
- Broadband Telecommunications (60 credits)
Students must earn a grade of “C” or better for all courses required within the program.

**Minimum GPA 2.00**

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

Certificate of Completion in Basic Corrections

The Certificate of Completion (CCL) in Basic Corrections program is designed to prepare students for a career in the field of corrections. The courses are designed to prepare students with the skills needed to meet the challenges of working in a correctional facility. Courses cover the topics of inmate management techniques, ethics and professionalism, conflict and crisis management skills in addition to security procedures and weapons training.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 21

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>3</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>

Certificate of Completion in Advanced Corrections

The Certificate of Completion (CCL) in Advanced Corrections program is designed for corrections officers seeking advancement in the corrections field. Courses will focus on supervision techniques, interpersonal communication, and the constitution of the United States and the State of Arizona. Officers will also study basic psychology principles and sociology concepts.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 35-36

Certificate of Completion in Basic Corrections 21

<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>LET167*</td>
<td>Correctional Sergeant Leadership (2) OR</td>
<td></td>
</tr>
<tr>
<td>MGT229</td>
<td>Management and Leadership I (3) OR</td>
<td></td>
</tr>
<tr>
<td>PAD116</td>
<td>Supervisory Training for DOC Employees (3)</td>
<td>2-3</td>
</tr>
<tr>
<td>POS220</td>
<td>U.S. and Arizona Constitution (3) OR</td>
<td></td>
</tr>
<tr>
<td>POS221</td>
<td>Arizona Constitution (1) AND</td>
<td></td>
</tr>
<tr>
<td>POS222</td>
<td>U.S. Constitution (2)</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Restricted Electives: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</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 Level I</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>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>REL100</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>SOC2xx*</td>
<td>Any 200 Level Sociology Course</td>
<td>3</td>
</tr>
<tr>
<td>SPA102*</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA115</td>
<td>Beginning Spanish Conversation I</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses: 20

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET112</td>
<td>Introduction to Juvenile Corrections</td>
<td>2</td>
</tr>
<tr>
<td>LET113</td>
<td>Juvenile Corrections Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET114</td>
<td>Juvenile Corrections Officer Skills</td>
<td>3</td>
</tr>
<tr>
<td>LET115</td>
<td>Crisis Intervention in Juvenile Corrections</td>
<td>2</td>
</tr>
<tr>
<td>LET116</td>
<td>Adolescent Treatment Issues</td>
<td>3</td>
</tr>
<tr>
<td>LET117</td>
<td>Juvenile Corrections Supervision</td>
<td>3</td>
</tr>
<tr>
<td>LET118</td>
<td>Legal Issues in Juvenile Corrections</td>
<td>3</td>
</tr>
<tr>
<td>LET120</td>
<td>Juvenile Corrections Housing Unit Operations</td>
<td>2</td>
</tr>
</tbody>
</table>

Certificate of Completion in Juvenile Corrections

The Certificate of Completion (CCL) in Juvenile Corrections program is designed to provide students with the training needed for employment in the juvenile corrections system. Topics covered in the courses include an introduction to the field of juvenile corrections, including statistics and jurisdiction issues as well as implementation of effective behavior management and conflict resolution strategies. An emphasis is placed on adolescent development, programs, treatment strategies, and case management responsibilities in addition to procedures for managing juvenile corrections housing units.

CIPS Code: 43.0110

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Associate in Applied Science in Corrections

The Associate in Applied Science (AAS) in Corrections program is designed to prepare students who are interested in a career in the field of corrections or juvenile corrections, or to upgrade the skills of those officers currently working in these fields. Students will be presented with opportunities to develop skills to meet the challenges of working with different types of inmates or juveniles and the problems encountered with these individuals. Courses in both of the Certificates of Completion in Basic Corrections and Juvenile Corrections will cover ethics, management skills, conflict and crisis management techniques, and security procedures. As well, courses in the Certificate of Completion in Juvenile Corrections will touch on adolescent development and development theories. The Certificate of Completion in Advanced Corrections will cover the areas of supervision, political science, communication, psychology, and sociology.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

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

**Required Courses:** 38-39

Certificate of Completion in Advanced Corrections (38-39)

OR

Certificate of Completion in Juvenile Corrections (20)

AND

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS205</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CFS277</td>
<td>Adult-Adolescent Interaction</td>
<td>3</td>
</tr>
<tr>
<td>COM110</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUN: COM1100 (3) OR</td>
<td></td>
</tr>
<tr>
<td>COM263</td>
<td>Elements of Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>POS220</td>
<td>U.S. and Arizona Constitution</td>
<td>3</td>
</tr>
<tr>
<td>POS221</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 Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SUN: PSY1101 (3) OR</td>
<td></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>

**General Education Requirements:** 22-25

**General Education Core:** 12-15

**First-Year Composition** 6

<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></td>
</tr>
<tr>
<td></td>
<td>SUN: ENG1101 (3) OR</td>
<td></td>
</tr>
<tr>
<td>ENG107*</td>
<td>First-Year Composition for ESL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) AND</td>
<td></td>
</tr>
<tr>
<td>ENG102*</td>
<td>First-Year Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUN: ENG1102 (3) OR</td>
<td></td>
</tr>
<tr>
<td>ENG108*</td>
<td>First-Year Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for ESL (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Oral Communication** 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM230</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td></td>
<td>SUN: COM2271 (3) OR</td>
</tr>
</tbody>
</table>

**Critical Reading** 0-3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE101*</td>
<td>College Critical Reading</td>
</tr>
<tr>
<td></td>
<td>(3) OR</td>
</tr>
<tr>
<td>CRE111*</td>
<td>Critical Reading for Business</td>
</tr>
<tr>
<td></td>
<td>and Industry (3) OR</td>
</tr>
</tbody>
</table>

Equivalent as indicated by assessment

**Mathematics** 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT122*</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
</tr>
</tbody>
</table>

**General Education Distribution:** 10

**Humanities and Fine Arts** 3

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

**Social and Behavioral Sciences** 3

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

**Natural Sciences** 4

Any approved general education course in the Natural Sciences area.

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

Certificate of Completion in:

- Basic Corrections (21 credits)
- Advanced Corrections (38-39 credits)
- Juvenile Corrections (20 credits)

Associate in Applied Science in:

- Corrections (60-64 credits)

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

**Minimum GPA 2.00**

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

## Certificate of Completion in Dental Assisting Technology

The Certificate of Completion (CCL) in Dental Assisting Technology program is designed to prepare students to practice entry-level clinical dental assisting. The program is a blend of academic and clinical coursework that requires attention to detail and motivation to complete tasks on a timeline. Courses must be taken in specific chronological order with clinical experience completed in partnership with a practicing dentist who is a member of the state Dental Association.

**CIPS Code: 51.0601**

**Admission Criteria:**

This program is offered through an educational partnership.

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

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

**Required Courses:** 24

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAE160*</td>
<td>Orientation to Clinical Dental Assisting</td>
<td>1</td>
</tr>
<tr>
<td>DAE162*</td>
<td>Introduction to Dental Office Management</td>
<td>1</td>
</tr>
<tr>
<td>DAE166*</td>
<td>Infection Control and Hazard Communication</td>
<td>2</td>
</tr>
<tr>
<td>DAE168*</td>
<td>Dental Anatomy and Pathology</td>
<td>3</td>
</tr>
<tr>
<td>DAE170*</td>
<td>Dental Practice Emergencies and Patient Management</td>
<td>1</td>
</tr>
<tr>
<td>DAE172*</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
<tr>
<td>DAE230*</td>
<td>Clinical Dental Assisting I</td>
<td>2</td>
</tr>
<tr>
<td>DAE232*</td>
<td>Clinical Dental Assisting II</td>
<td>2</td>
</tr>
<tr>
<td>DAE240*</td>
<td>Dental Radiographic Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DAE248*</td>
<td>Clinical Dental Assistant Practicum</td>
<td>1</td>
</tr>
<tr>
<td>DAE290*</td>
<td>Internship for Clinical Dental Assistants</td>
<td>4</td>
</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>

* Indicates course has a Prerequisite and/or Corequisite.

## Certificate of Completion in Clinical Dental Assisting

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

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

**CIPS Code: 51.0601**

**Admission Criteria:**

A high school diploma or GED equivalency is required. Ability to fully participate in classroom, laboratory, and clinical setting program activities.

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

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

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

Formal application and acceptance into the Clinical Dental Assisting Program.
Applicants who are accepted and enroll in the Clinical Dental Assisting program will be exposed to bloodborne 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

- **EN**G101* First-Year Composition (3) OR **ENG**1101 (3)
- **EN**G107* First-Year Composition for ESL (3)
- **BI**O156* Introductory Biology for Allied Health (4) OR **BI**O160 Introduction to Human Anatomy and Physiology (4)
- **HC**C109 CPR for Health Care Provider (0.5) OR Proof of CPR certification 0-0.5
- **HC**C130AD Communication and Teamwork in Healthcare Organizations 0.5

**Required Courses:** 26.5

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

**Associate in Applied Science in Clinical Dental Assisting**

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

**CIPS Code: 51.0601**

**Admission Criteria:**

- Ability to fully participate in classroom, laboratory, and clinical setting program activities.
- Complete and submit required MCCCD Non-Academic Allied Health Program Policy documents.
- Submit current Arizona Department of Public Safety (DPS) Level One fingerprint card AND a supplemental background check.
- Completion of Program Prerequisites with a “C” or better.

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

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

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

## Required Courses: 24-34.5

- Certificate of Completion in Dental Assisting Technology 24
  - OR
- Certificate of Completion in Clinical Dental Assisting 34-34.5

## Restricted Electives: 4.5-11

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

## General Education Requirements: 18-28

### General Education Core: 9-15

**First-Year Composition** 3-6

Three (3) credits of First-Year Composition are met by ENG101 or ENG107 in the Required Courses area if CCL 5533 Clinical Dental Assisting is selected.

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

### Mathematics 3

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

### General Education Distribution: 9-13

#### Humanities and Fine Arts 3

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

#### Social and Behavioral Sciences 6

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

#### Natural Sciences 0-4

Four (4) credits of Natural Sciences are met by BIO156 or BIO160 in the Required Courses area if CCL 5533 Clinical Dental Assisting is selected.

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

## Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Dental Assisting Technology (24 credits)
- Clinical Dental Assisting (34-34.5 credits)

Associate in Applied Science in:
- Clinical Dental Assisting (60 credits)

Students must earn a grade “C” or better for all courses required within the program.

**Minimum GPA 2.00**

* Indicates course has a Prerequisite and/or Corequisite.
Detention Services

Certificate of Completion in Detention Services

The Certificate of Completion (CCL) in Detention Services program is designed to prepare students who are interested in a career in the field of detention and also upgrade the skills of those presently working in the field. The courses examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. The courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates and the variety of problems encountered with these individuals.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET130*</td>
<td>Detention Officer Training</td>
<td>2</td>
</tr>
<tr>
<td>LET132*</td>
<td>Introduction to Correctional Law</td>
<td>3</td>
</tr>
<tr>
<td>LET134*</td>
<td>Special Needs Issues and Communication</td>
<td>2</td>
</tr>
<tr>
<td>LET135*</td>
<td>Problem Solving and Crisis Management</td>
<td>2</td>
</tr>
<tr>
<td>LET136*</td>
<td>Detention Security Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET138*</td>
<td>Detention Officer Emergency Procedures</td>
<td>1</td>
</tr>
<tr>
<td>LET139*</td>
<td>Detention Facility Training</td>
<td>2</td>
</tr>
<tr>
<td>LET141*</td>
<td>Detention Defensive Tactics</td>
<td>4</td>
</tr>
</tbody>
</table>

* Indicates course has a Prerequisite and/or Corequisite.

Associate in Applied Science in Detention Services

The Associate in Applied Science (AAS) in Detention Services program is designed to prepare students who are interested in a career in the field of detention or to upgrade the skills of those presently working in the field. Courses will examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. Courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates, and the variety of problems encountered with these individuals.

CIPS Code: 43.0102

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET130*</td>
<td>Detention Officer Training</td>
<td>2</td>
</tr>
<tr>
<td>LET132*</td>
<td>Introduction to Correctional Law</td>
<td>3</td>
</tr>
<tr>
<td>LET134*</td>
<td>Special Needs Issues and Communication</td>
<td>2</td>
</tr>
<tr>
<td>LET135*</td>
<td>Problem Solving and Crisis Management</td>
<td>2</td>
</tr>
<tr>
<td>LET136*</td>
<td>Detention Security Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET138*</td>
<td>Detention Officer Emergency Procedures</td>
<td>1</td>
</tr>
<tr>
<td>LET139*</td>
<td>Detention Facility Training</td>
<td>2</td>
</tr>
<tr>
<td>LET141*</td>
<td>Detention Defensive Tactics</td>
<td>4</td>
</tr>
</tbody>
</table>

Restricted Electives: 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCxxx</td>
<td>Any Business-Personal Computer course</td>
<td>1-3</td>
</tr>
<tr>
<td>BPC110</td>
<td>Computer Usage and Applications (3)</td>
<td>OR</td>
</tr>
<tr>
<td>CIS105</td>
<td>Survey of Computer Information Systems</td>
<td>CIS1120 (3)</td>
</tr>
<tr>
<td>COM259*</td>
<td>Communication in Business and Professions</td>
<td>3</td>
</tr>
<tr>
<td>HIS101</td>
<td>History of Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIS102</td>
<td>History of Western Civilization</td>
<td>1789 to Present</td>
</tr>
<tr>
<td>HIS103</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS104</td>
<td>United States History 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS145</td>
<td>History of Mexico</td>
<td>3</td>
</tr>
</tbody>
</table>
**Detention Services**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET125</td>
<td>Legal Aspects of Law Enforcement</td>
<td>2</td>
</tr>
<tr>
<td>LET144*</td>
<td>Detention Officer Field Training</td>
<td>2</td>
</tr>
<tr>
<td>LET148*</td>
<td>Detention Officer Field Training Lab</td>
<td>3</td>
</tr>
<tr>
<td>LET150*</td>
<td>Firearms I</td>
<td>3</td>
</tr>
<tr>
<td>LET151*</td>
<td>Firearms II</td>
<td>2</td>
</tr>
<tr>
<td>LET224</td>
<td>Crime Scene Investigations</td>
<td>4</td>
</tr>
<tr>
<td>LET230*</td>
<td>Cultural Awareness for Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>MGT229</td>
<td>Management and Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>MGT230*</td>
<td>Management and Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>PADxxx</td>
<td>Any PAD Public Administration Course</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY266*</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY270*</td>
<td>Personal and Social Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>REL100</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>SOC101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC110</td>
<td>Drugs and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC140</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC245*</td>
<td>Social Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SPH245</td>
<td>Hispanic Heritage in the Southwest</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education Requirements:**  22-25

**General Education Core:**  12-15

**First-Year Composition**  6

- ENG101*  First-Year Composition  (3)
- ENG102*  First-Year Composition  (3)
- ENG111*  Technical and Professional Writing  (3)

**Oral Communication**  3

- COM230  Small Group Communication  (3)

**Critical Reading**  0-3

- CRE101*  College Critical Reading  (3)
- CRE111*  Critical Reading for Business and Industry  (3)

Equivalents 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.
Certificate of Completion in Hardware and Networking Basics

The Certificate of Completion (CCL) in Hardware and Networking Basics program is designed to prepare students with the skills necessary for entry-level positions in computer maintenance. Courses focus on training the student in computer setup, maintenance, and troubleshooting, as well as local area networks (LANs). Courses also prepare students for the CompTia A+ and Network+ Certification Exams.

**CIPS Code: 11.1006**

**Admission Criteria:**

This program is offered through a grant. Qualification for and acceptance as a grant participant is required for admission to the program.

**Required Courses:** 13

- BPC170* Computer Maintenance: A+ Exam Prep Level I 3
- BPC270* Computer Maintenance: A+ Exam Prep Level II 3
- CIS105 Survey of Computer Information Systems 3
- CIS121AE Windows Operating System: Level I 1
- CIS190* Introduction to Local Area Networks 3

**Certificate(s) or Degree(s) Awarded:**

Certificate of Completion in:
- Hardware and Networking Basics (13 credits)

Students must earn a grade of “C” or better for all courses required within the program.

**Minimum GPA 2.00**

*Indicates course has a Prerequisite and/or Corequisite.*
Certificate of Completion in Information Technology Entrepreneurship

The Certificate of Completion (CCL) in Information Technology Entrepreneurship program is designed to prepare students with the foundation to be an entrepreneur in a technology-based business. The courses focus on business planning, including opportunity analysis, research, marketing, financing, venture capital, resources, and technology needs.

**CIPS Code: 52.0703**

**Admission Criteria:**
Experience or course completion in information technology or permission of Department/Division Chair, Program Director, or designee.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS150</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>EPS180</td>
<td>Technology Business Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certificate(s) or Degree(s) Awarded:**
Certificate of Completion in:

| Information Technology Entrepreneurship (6 credits) |

Students must earn a grade of "C" or better for all courses required within the program.

**Minimum GPA 2.00**
Law Enforcement Technology

Certificate of Completion in Law Enforcement Technology Academy

The Certificate of Completion (CCL) in Law Enforcement Technology Academy is a closed program designed to provide participants with up-to-date industry specific training for the law enforcement professional. Courses are designed to teach participants how to handle the challenges in the field of law enforcement.

CIPS Code: 43.0107

Admission Criteria:
This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Permission of Department or Division.

Required Courses: 39

- LET100* Introduction to Law Enforcement Technology 1
- LET102* Criminal Investigation 4
- LET106 Patrol Procedures 2
- LET109 Criminal Law 2
- LET110 Fundamentals of Law Enforcement 3
- LET111* Tactical Driving 2
- LET119* Community Relations 1
- LET125 Legal Aspects of Law Enforcement 2
- LET127 Field Problems 2
- LET129* Physical Conditioning and Wellness 3
- LET143* Arrest/Defense Tactics 5
- LET150* Firearms I 3
- LET151* Firearms II 2
- LET156 First Aid 2
- LET190* Human Communications and Relations 1
- LET202 Traffic Procedures 2
- LET203 Report Writing 2
- LET211 Criminalistics 2
- LET223 Search and Seizure 1

* 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

- LET106 Patrol Procedures 2
- LET109 Criminal Law 2
- LET110 Fundamentals of Law Enforcement 3
- LET125 Legal Aspects of Law Enforcement 2
- LET127 Field Problems 2
- LET146 Officer Survival 1
- LET158 Fundamentals of First Aid Care for Law Enforcement 2
- LET202 Traffic Procedures 2
- LET203 Report Writing 2
- LET211 Criminalistics 2
- LET223 Search and Seizure 1
- LET224 Crime Scene Investigations 4
- LET282 Police Roles and Responsibilities 4
- LET284 Professionalism Within Policing 4
- LET285BA Current Issues in Law Enforcement Technology 2
- LET286 Modern Policing Strategies 4
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 and a Certificate of Completion in Law Enforcement Technology are also available.

CIPS Code: 43.0107

Required Courses: 39
Certificate of Completion in Law Enforcement Technology Academy (39)
OR
Certificate of Completion in Law Enforcement Technology (39) 39

General Education Requirements: 25
General Education Core: 15
First-Year Composition 6
ENG101* First-Year Composition ENG1101 (3)
AND
ENG102* First-Year Composition ENG1102 (3) OR
ENG111* Technical and Professional Writing (3)

Oral Communication 3
COM100 Introduction to Human Communication COM1100 (3) OR
COM230 Small Group Communication COM2271 (3)

Critical Reading 3
CRE101* College Critical Reading (3) OR
CRE111* Critical Reading for Business and Industry (3)

Mathematics 3
Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3
Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4
Any approved general education course in the Natural Sciences area.

Certificate of Completion in Law Enforcement Field Training

The Certificate of Completion (CCL) in Law Enforcement Field Training program is designed to provide law enforcement officers with up-to-date industry-specific training that will enhance their professional opportunities. Courses will provide students with opportunities for practical application of skills in the areas of traffic stops, field interviews, arrests, and bookings. Procedures for investigations and interrogations in addition to effective report writing and field communication skills will also be covered.

CIPS Code: 43.0107

Admission Criteria:
This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 17
LET279AA* Field Training: Phase I 4
LET279AB* Field Training: Phase II 4
LET279AC* Field Training: Phase III 5
LET279AD* Field Training: Phase IV 4

* Indicates course has a Prerequisite and/or Corequisite.
Law Enforcement Technology

Certificate of Completion in Public Safety Technology

The Certificate of Completion (CCL) in Public Safety Technology program is designed to provide participants with up-to-date industry-specific training that will enhance their professional opportunities. In addition, it is designed to provide the metropolitan Phoenix area with a staff of law enforcement professionals capable of handling the challenges of their profession.

CIPS Code: 43.0107

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Must be a law enforcement officer and have departmental approval.

Required Courses: 14

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET152*</td>
<td>Tactical Weapons</td>
<td>2</td>
</tr>
<tr>
<td>LET179*</td>
<td>Traffic Enforcement Procedures</td>
<td>2</td>
</tr>
<tr>
<td>LET183*</td>
<td>Traffic Offenses</td>
<td>2</td>
</tr>
<tr>
<td>LET188*</td>
<td>Vehicle Inspection</td>
<td>3</td>
</tr>
<tr>
<td>LET250*</td>
<td>DUI Detection</td>
<td>2</td>
</tr>
<tr>
<td>LET260*</td>
<td>Traffic Accident Investigation</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Law Enforcement Technology Academy (39 credits)
- Law Enforcement Technology (39 credits)
- Law Enforcement Field Training (17 credits)
- Public Safety Technology (14 credits)

Associate in Applied Science in:
- Law Enforcement Technology (64 credits)

Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

Opportunities for Educational Training for Current Law Enforcement Professionals

Since 1990, Rio Salado College has partnered with various metropolitan Phoenix police agencies and training academies to provide Arizona’s law enforcement professionals with the finest and most comprehensive educational training opportunities available. Rio Salado currently offers a Certificate of Completion in Law Enforcement Technology, which leads to an Associate in Applied Science in Law Enforcement Technology. This certificate is designed to provide law enforcement officers with the knowledge to enhance their professional skills, earn promotions, widen their career choices, and meet the challenges of their duties and responsibilities.

Rio Salado also offers a Certificate of Completion in Public Safety Technology and a Certificate of Completion in Law Enforcement Field Training. These certificates are designed to further enhance the skills and knowledge acquired in the basic law enforcement academy.

In addition to the Certificate of Completion, Rio Salado offers courses for in-service training such as Investigator Training, Search Warrant preparation, and General Instructor.

For more information, call 480-517-8461 or visit our website at: www.riosalado.edu/let/
Public Administration: Legal Services

Certificate of Completion in Public Administration: Legal Services

The Certificate of Completion (CCL) in Public Administration: Legal Services program is designed to provide students with the training needed for employment in the legal divisions of government agencies. Topics covered in the curriculum include the criminal justice system, court case assignments, criminal charging documentation, document security, and ethical issues. An emphasis is placed on effective oral and written communication, interpersonal relationship skills, and time management skills as well as computer usage.

CIPS Code: 22.0301

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPC103AK</td>
<td>Using Word: Level I</td>
<td>0.5</td>
</tr>
<tr>
<td>BPC103BK*</td>
<td>Using Word: Level II</td>
<td>0.5</td>
</tr>
<tr>
<td>BPC104AD</td>
<td>Using Excel: Level I</td>
<td>0.5</td>
</tr>
<tr>
<td>BPC104BD*</td>
<td>Using Excel: Level II</td>
<td>0.5</td>
</tr>
<tr>
<td>BPC106AH</td>
<td>MS Outlook: Level I</td>
<td>0.5</td>
</tr>
<tr>
<td>BPC107AH</td>
<td>Using Access: Level I</td>
<td>0.5</td>
</tr>
<tr>
<td>BPC/OAS111AA</td>
<td>Computer Keyboarding I</td>
<td>1</td>
</tr>
<tr>
<td>BPC/OAS111AB*</td>
<td>Computer Keyboarding II</td>
<td>1</td>
</tr>
<tr>
<td>CIS118AB</td>
<td>Powerpoint: Level I</td>
<td>1</td>
</tr>
<tr>
<td>CIS118BB*</td>
<td>Powerpoint: Level II</td>
<td>1</td>
</tr>
<tr>
<td>PAD102</td>
<td>Legal Services: Office Essential Skills</td>
<td>2</td>
</tr>
<tr>
<td>PAD103</td>
<td>Legal Services: Office Career Preparation</td>
<td>2</td>
</tr>
<tr>
<td>PAD110</td>
<td>Criminal Charging Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD112</td>
<td>Court Record Administration</td>
<td>2</td>
</tr>
</tbody>
</table>

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:

- Public Administration: Legal Services (16 credits)

Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
Quality Customer Service

Certificate of Completion in Quality Customer Service

The Certificate of Completion (CCL) in Quality Customer Service is designed to provide students with training to meet the requirements for employment in non-sales areas. The courses will be offered in Customer Service, Teamwork, Communication skills (both written and oral) and Professional Development.

CIPS Code: 52.0411

Required Courses: 13-14

<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>2-3</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>
</tr>
</thead>
<tbody>
<tr>
<td>BPCxxx</td>
<td>Any BPC Business-Personal Computer course</td>
</tr>
<tr>
<td>COM263</td>
<td>Elements of Intercultural Communication</td>
</tr>
<tr>
<td>MGT172</td>
<td>Organizations, Paradigms, and Change</td>
</tr>
<tr>
<td>SOC212</td>
<td>Gender and Society</td>
</tr>
<tr>
<td>TQM200</td>
<td>Leadership for Front-Line Employees</td>
</tr>
<tr>
<td>TQM205</td>
<td>Managing Diversity</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIRxxx</td>
<td>Any AIR Airline Operations course</td>
</tr>
<tr>
<td>BTOxxx</td>
<td>Any BTO Business Technology for the Office course</td>
</tr>
<tr>
<td>COVxxx</td>
<td>Any COV Covey course</td>
</tr>
<tr>
<td>CSIxxx</td>
<td>Any CSI Credit Services Industry course</td>
</tr>
<tr>
<td>CSRxxx</td>
<td>Any CSR Customer Service Representative course</td>
</tr>
<tr>
<td>GBSxxx</td>
<td>Any GBS General Business course</td>
</tr>
<tr>
<td>HSAxxx</td>
<td>Any HSA Human Services Administration course</td>
</tr>
<tr>
<td>MGTxxx</td>
<td>Any MGT Management course</td>
</tr>
<tr>
<td>PADxxx</td>
<td>Any PAD Public Administration course</td>
</tr>
<tr>
<td>PGRxxx</td>
<td>Any PGR Professional Growth course</td>
</tr>
<tr>
<td>PHTxxx</td>
<td>Any PHT Pharmacy Technology course</td>
</tr>
<tr>
<td>PRMxxx</td>
<td>Any PRM Property Management course</td>
</tr>
<tr>
<td>SBSxxx</td>
<td>Any SBS Small Business Management course</td>
</tr>
<tr>
<td>TLTxxx</td>
<td>Any TLT Telecommunications Technology course</td>
</tr>
<tr>
<td>TQMxxx</td>
<td>Any TQM Total Quality Management course</td>
</tr>
<tr>
<td>TVLxxx</td>
<td>Any TVL Travel Agent Technology course</td>
</tr>
<tr>
<td>UCSxxx</td>
<td>Any UCS Utilities Customer Service course</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>AIRxxx</td>
<td>Any AIR Airline Operations course</td>
</tr>
<tr>
<td>BTOxxx</td>
<td>Any BTO Business Technology for the Office course</td>
</tr>
<tr>
<td>COVxxx</td>
<td>Any COV Covey course</td>
</tr>
<tr>
<td>CSIxxx</td>
<td>Any CSI Credit Services Industry course</td>
</tr>
<tr>
<td>CSRxxx</td>
<td>Any CSR Customer Service Representative course</td>
</tr>
<tr>
<td>GBSxxx</td>
<td>Any GBS General Business course</td>
</tr>
<tr>
<td>HSAxxx</td>
<td>Any HSA Human Services Administration course</td>
</tr>
<tr>
<td>MGTxxx</td>
<td>Any MGT Management course</td>
</tr>
<tr>
<td>PADxxx</td>
<td>Any PAD Public Administration course</td>
</tr>
<tr>
<td>PGRxxx</td>
<td>Any PGR Professional Growth course</td>
</tr>
<tr>
<td>PHTxxx</td>
<td>Any PHT Pharmacy Technology course</td>
</tr>
<tr>
<td>PRMxxx</td>
<td>Any PRM Property Management course</td>
</tr>
<tr>
<td>SBSxxx</td>
<td>Any SBS Small Business Management course</td>
</tr>
<tr>
<td>TLTxxx</td>
<td>Any TLT Telecommunications Technology course</td>
</tr>
<tr>
<td>TQMxxx</td>
<td>Any TQM Total Quality Management course</td>
</tr>
<tr>
<td>TVLxxx</td>
<td>Any TVL Travel Agent Technology course</td>
</tr>
<tr>
<td>UCSxxx</td>
<td>Any UCS Utilities Customer Service course</td>
</tr>
</tbody>
</table>

OR

Students must choose one of the following Certificates of Completion for a total of 22-23 credits.

* Indicates course has a Prerequisite and/or Corequisite.
Certificate of Completion in Human Services - Assistance: Public Assistance Eligibility

The Certificate of Completion (CCL) in Human Services - Assistance: Public Assistance Eligibility program is designed to provide students with the knowledge and skills to meet basic job requirements in federal and state assistance programs. The courses will cover interviewing techniques, referrals, case management, and eligibility determinations issues in medical, nutrition, and cash assistance.

CIPS Code: 52.0207

Admission Criteria:
This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 16

- HSA113 Family Assistance Computer System Overview 2
- HSA116* Nutrition Assistance Determination 3
- HSA118* Medical Assistance Determination 3
- HSA127* Family Assistance Procedures 2
- HSA128* Cash Assistance Determination 2
- HSA129* Cash Assistance Procedures 2
- HSA226* Cash Assistance Advanced Determination 2

Students must also choose 6-7 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Human Services - Specialist: Customer Service

The Certificate of Completion (CCL) in Human Services-Specialist: Customer Service is designed to provide students with the knowledge and skills to meet basic job requirements in federal and state assistance programs. Courses will cover case management techniques, job evaluations, dispute resolutions, and grievance procedures.

CIPS Code: 44.0000

Admission Criteria:
This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 13

- BPC/OAS119* Basic Data Entry Activities 1
- HSA160 Employment Assistance Administration I 3
- HSA162* Employment Assistance Administration II 3
- HSA163* Employment Assistance Administration Lab I 3
- HSA164* Employment Assistance Administration Lab II 3

Students must also choose 9-10 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Quality Customer Service

Certificate of Completion in Human Services - Unemployment Insurance: Customer Service

The Certificate of Completion (CCL) in Human Services-Unemployment Insurance: Customer Service is designed to provide students with the knowledge and skills to meet basic job requirements in unemployment insurance programs. The courses will cover interviewing techniques, documentation and eligibility determinations in addition to chargeability, adjudication, and advanced eligibility issues.

**CIPS Code: 52.0411**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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</td>
<td>3</td>
</tr>
<tr>
<td>CSR212</td>
<td>Automobile Insurance Operations I</td>
<td>3</td>
</tr>
<tr>
<td>CSR213*</td>
<td>Automobile Insurance Operations II</td>
<td>2</td>
</tr>
<tr>
<td>CSR214*</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.

*Indicates course has a Prerequisite and/or Corequisite.*
Quality Customer Service

Certificate of Completion in Automobile Insurance Claims: Customer Service

The Certificate of Completion (CCL) in Automobile Insurance Claims: Customer Service program is designed to provide students with the training required for employment in the automobile insurance claims industry. Courses cover auto insurance claims, payments, damage appraisal and fault determination. Also includes loss reports and application of claims processing procedures.

CIPS Code: 52.0411

Admission Criteria:
This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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.

Certificate of Completion in Automobile Policy: Customer Service

The Certificate of Completion (CCL) in Automobile Policy: Customer Service program is designed to prepare students in the automobile insurance industry. The courses include insurance operation overview, account management techniques, policy cancellation, and reinstatement. The emphasis will be on customer service skills and policy endorsement knowledge.

CIPS Code: 52.0411

Admission Criteria:
This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR247</td>
<td>Auto Insurance Policies</td>
<td>3</td>
</tr>
<tr>
<td>CSR248</td>
<td>Auto Insurance Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CSR249</td>
<td>Auto Insurance Quotes and Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also choose 13-14 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
**Certificate of Completion in Motor Vehicle: Customer Service**

The Certificate of Completion (CCL) in Motor Vehicle: Customer Service is designed to provide students with the training required for employment in the Arizona State Motor Vehicle Division. Courses will cover the use of a computerized account maintenance system, records administration, title and registration issues, documentation, and communication skills.

**CIPS Code: 52.0207**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<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 Administration</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 Utilities: Customer Service**

The Certificate of Completion (CCL) in Utilities: Customer Service is designed to provide students with training to meet requirements for employment in the customer service area of the utilities industry. Courses focus on handling customer accounts, including processing new customer accounts, service orders, service plans, rates and payments.

**CIPS Code: 52.0411**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:**

<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>

**OR**

<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>

Students 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**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:** 10

- CSI206* Banking Member Service Representative 3
- CSI207* Banking Accounts and Products 3
- CSI208* Banking Account Management 3
- CSI209* Banking Account Management Lab 1

Student must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Credit Counseling: Customer Service

The Certificate of Completion (CCL) in Credit Counseling: Customer Service is designed to provide students with the training required for employment in the credit counseling industry. Courses will cover types of bankruptcies, types of credit and types of account liabilities as well as legal issues and laws governing the credit industry. The training will also focus on customer service, customer account evaluations and account maintenance.

**CIPS Code: 52.0411**

**Admission Criteria:**

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

**Required Courses:** 12

- CSI250 Customer Service for Credit Counselors 3
- CSI251 Legal Issues in Credit Counseling 3
- CSI255 Account Maintenance Procedures 3
- CSI257 Credit Counseling Account Processes 3

**OR**

**Required Courses:** 12

- CSI250 Customer Service for Credit Counselors 3
- CSI251 Legal Issues in Credit Counseling 3
- CSI252 Credit Counseling New Accounts 3
- CSI258 Credit Counseling and Financial Management 3

Student must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Quality Customer Service

Certificate of Completion in Retail Pharmacy: Customer Service

The Certificate of Completion (CCL) in Retail Pharmacy: Customer Service program is designed to provide students with the training needed for employment in the retail pharmacy industry. Topics covered in the curriculum include pharmacy benefit plans, billing and payment processes, and account management procedures. An emphasis is placed on completing mail order pharmacy customer service procedures.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR139</td>
<td>Introduction to Retail Pharmacy Customer Care</td>
<td>3</td>
</tr>
<tr>
<td>CSR154*</td>
<td>Retail Pharmacy Billing and Payment</td>
<td>2</td>
</tr>
<tr>
<td>CSR155*</td>
<td>Retail Pharmacy Plans</td>
<td>3</td>
</tr>
<tr>
<td>CSR156*</td>
<td>Retail Pharmacy Procedures</td>
<td>2</td>
</tr>
<tr>
<td>CSR157*</td>
<td>Mail Order Pharmacy Procedures</td>
<td>2</td>
</tr>
</tbody>
</table>

Student must also choose 10-11 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Water Services: Customer Service

The Certificate of Completion (CCL) in Water Services: Customer Service program is designed to provide students with the training needed for employment in the water services irrigation industry. Topics covered in the curriculum include water rights, delivery systems and schedules in addition to water orders. An emphasis is placed on account management procedures as well as troubleshooting.

CIPS Code: 52.0411

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses: 10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCS115</td>
<td>Introduction to Water Customer Services</td>
<td>2</td>
</tr>
<tr>
<td>UCS116*</td>
<td>Water Services Accounts I</td>
<td>2</td>
</tr>
<tr>
<td>UCS117*</td>
<td>Water Services Accounts II</td>
<td>2</td>
</tr>
<tr>
<td>UCS118*</td>
<td>Water Customer Services Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>UCS119*</td>
<td>Water Customer Services Procedures II</td>
<td>2</td>
</tr>
</tbody>
</table>

Student must also choose 12-13 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
## Quality Customer Service

### General Education Requirements: 22-25

**General Education Core:** 12-15

**First-Year Composition** 6
- ENG101* First-Year Composition
- ENG107* First-Year Composition for ESL (3) OR
- ENG102* First-Year Composition OR
- ENG108* First-Year Composition for ESL (3) OR
- ENG111* Technical and Professional Writing (3)

**Oral Communication** 3
- COM100 Introduction to Human Communication OR
- COM1100 (3)

**Critical Reading** 0-3
- CRE101* College Critical Reading (3) OR
- CRE111* Critical Reading for Business and Industry (3) OR
- Equivalent as indicated by assessment

**Mathematics** 3
- MAT112* Mathematical Concepts and Applications (3) OR
- Satisfactory completion of a higher level mathematics course.

### General Education Distribution: 10

**Humanities and Fine Arts** 3
- Any approved general education course in the Humanities and Fine Arts area.

**Social and Behavioral Sciences** 3
- Any approved general education course in the Social and Behavioral Sciences area.

**Natural Sciences** 4
- Any approved general education course in the Natural Sciences area.

### Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Quality Customer Service (16-17 credits)
- Human Services - Assistance: Public Assistance Eligibility (16 credits)
- Human Services - Specialist: Customer Service (13 credits)
- Human Services - Unemployment Insurance: Customer Service (11 credits)
- Automobile Insurance: Customer Service (12 credits)
- Automobile Insurance Claims: Customer Service (10 credits)
- Automobile Policy: Customer Service (9 credits)
- Motor Vehicle: Customer Service (11 credits)
- Utilities: Customer Service (16-19 credits)
- Bank Account Management: Customer Service (10 credits)
- Credit Counseling: Customer Service (12 credits)
- Retail Pharmacy: Customer Service (12 credits)
- Water Services: Customer Service (10 credits)

Associate in Applied Science in:
- Quality Customer Service (61-64 credits)

Students must earn a grade of “C” or better for all courses required within the program.

### Minimum GPA 2.00

*Indicates course has a Prerequisite and/or Corequisite.*
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development and Community Re-Entry

The Certificate of Completion (CCL) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education.

CIPS Code: 30.9999

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

- WFR110* Re-Entry Skills: Personal Skill Development 3
- WFR112* Re-Entry Skills: Family Reunification 3
- WFR114* Re-Entry Skills: Social Skill Development 1
- WFR116* Re-Entry Skills: Substance Abuse Education 1
- WFR118* Re-Entry Skills: Job Readiness 3
- WFR120* Re-Entry Skills: Job Retention 2

Associate in Applied Science in Workforce Development and Community Re-Entry

The Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses in the program will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education. The program includes a Certificate of Completion (CCL) in Workforce Development and Community Re-Entry and an Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry, as well as various other Certificates of Completion in the areas of Carpentry, Graphic Arts, Automotive Technology, Horticulture, Landscape Technology, Furniture Construction/Refinishing, and Electrical.

CIPS Code: 30.9999

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 13

Certificate of Completion in Workforce Development and Community Re-Entry 13
Workforce Development and Community Re-Entry

Restricted Electives: 26-29

Students will choose one of the following for a total of 26-29 credits.

Students must choose 26-29 industry/job specific elective credits from the list of Restricted Electives below. These industry/job specific credits must include a minimum of 9 credits with a common prefix.

ABAxxx Any ABA Arizona Builders Alliance course.
ABCxxx Any ABC Associated Builders and Contractors course.
ACCxxx Any ACC Accounting course.
ADAxxx Any ADA Advertising Arts course.
AENxxx Any AEN Alternative Energy course.
AGBxxx Any AGB Agribusiness course.
AGLxxx Any AGL Agricultural Landscape course.
AGSxxx Any AGS Agricultural Science course.
APTxxx Any APT Automotive Performance Technology course.
AUTxxx Any AUT Automotive Technology course.
BLTxxx Any BLT Building Safety and Construction Technology course.
BPCxxx Any BPC Business-Personal Computers course.
CISxxx Any CIS Computer Information Systems course.
CNSxxx Any CNS Construction course.
CPDxxx Any CPD Counseling and Personal Development course.
ELAxxx Any ELA Electrician: Apprenticeship course.
FONxxx Any FON Food and Nutrition course.
GTCxxx Any GTC General Technology course.
IECxxx Any IEC Independent Electrical Contractors course.
INDxxx Any IND Industry course.
RECxxx Any REC Recreation course.
SUNxxx Any SUN Sundtcorp course.
WLDxxx Any WLD Welding Technology course.

OR

Students must choose one of the following Certificates of Completion for a total of 26-29 credits.

Certificate of Completion in Workforce Development: Carpentry Level I

The Certificate of Completion (CCL) in Workforce Development: Carpentry Level I is designed to prepare incarcerated persons with an introduction to the field of carpentry. Courses will cover basic carpentry skills as well as hand and power tools, blueprints and construction calculations. The program will also include courses focusing on floor systems, wall systems, and roof systems. A unique feature of this program is an internship component where incarcerated students have the opportunity to gain hands-on experience through the construction of products for the government, the construction industry, and the community.

CIPS Code: 46.0201

Admission Criteria:

Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses: 14

<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.
**Workforce Development and Community Re-Entry**

**Certificate of Completion in Workforce Development: Carpentry Level II**

The Certificate of Completion (CCL) in Workforce Development: Carpentry Level II is advanced training in the field of carpentry for the incarcerated person. Courses will cover construction estimations and site preparation procedures. Courses will also focus on concrete, drywall, wall finishing, and stair construction. Incarcerated students will receive additional hands-on experience through the construction of products for the government, the construction industry, and the community.

**CIPS Code: 46.0201**

**Program Prerequisites:** 14

Certificate of Completion in Workforce Development: Carpentry Level I 14

**Required Courses:** 13.5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC135*</td>
<td>Fundamentals of Concrete</td>
<td>1</td>
</tr>
<tr>
<td>ABC230*</td>
<td>Stair Construction</td>
<td>1</td>
</tr>
<tr>
<td>GTC121</td>
<td>Construction Estimating I</td>
<td>3</td>
</tr>
<tr>
<td>SUN104*</td>
<td>Site Preparation I</td>
<td>1</td>
</tr>
<tr>
<td>CNS290AC*</td>
<td>Construction Internship</td>
<td>3</td>
</tr>
<tr>
<td>ABC231*</td>
<td>Exterior Wall Finishes</td>
<td>3</td>
</tr>
<tr>
<td>SUN207*</td>
<td>Metal Studs and Drywall</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA102</td>
<td>Electrical Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>ABA103</td>
<td>Hand Bending of Electrical Conduit</td>
<td>0.5</td>
</tr>
<tr>
<td>ABA104*</td>
<td>Raceways, Boxes, Fittings, Anchors/Supports</td>
<td>1.5</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>ABC126*</td>
<td>Electrical Test Equipment</td>
<td>1</td>
</tr>
<tr>
<td>ABC142*</td>
<td>Alternating Current</td>
<td>1</td>
</tr>
<tr>
<td>CNS290AB*</td>
<td>Construction Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

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:**

- Certificate of Completion in Workforce Development: Electrical Level I 12

**Required Courses:**

- 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:**

- 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:
Certificate of Completion in Workforce Development: Automotive Technology Level I

Required Courses:
APT131 Automotive Power Trains 6
APT141 Alignment, Steering, and Suspension 6
APT262 Auto Electrical/Electronic Systems II 4 OR

Required Courses:
APT181 Engine Performance and Diagnosis I 6
APT262 Auto Electrical/Electronic Systems II 4
APT282 Engine Performance and Diagnosis II 6

Certificate of Completion in Workforce Development: Furniture Construction/Refinishing Level I

The Certificate of Completion (CCL) in Workforce Development: Furniture Construction/Refinishing Level I program is designed to prepare the incarcerated person with skills needed to work in the furniture construction/refinishing industry upon release. Courses focus on the design, construction, assembly, and finishing of furniture pieces. Topics also include types of wood, fasteners, hand and power woodworking tools as well as project planning.

CIPS Code: 48.0702

Admission Criteria:
Permission of Department or Division is required for admission to the Workforce Development and Community Re-Entry program.

Required Courses:
GTC107 Technical Mathematics I 3
GTC127 Beginning Woodworking 3
GTC128 Intermediate Woodworking 3
GTC130 Furniture Construction I 3

Students must also choose 14-17 industry/job specific elective credits from the list of Restricted Electives.

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

Certificate of Completion in Workforce Development: Furniture Construction/ Refinishing Level II

The Certificate of Completion (CCL) in Workforce Development: Furniture Construction/Refinishing Level II program is an advanced program designed to prepare the incarcerated person with skills needed to work in the furniture construction/refinishing industry upon release. Courses focus on cabinetmaking skills, upholstery skills, and various finishing techniques.

CIPS Code: 48.0702

Program Prerequisites: 12
Certificate of Completion in Workforce Development: Furniture Construction/Refinishing Level I 12

Required Courses: 14
CRP214AD* Cabinets and Tops 2
GTC131* Furniture Construction II 3
GTC132 Wood Finishing 3
GTC144* Introduction to Cabinetmaking 3
GTC145* Advanced Cabinetmaking 3

Students must also choose 0-3 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Graphic Arts Level I

The Certificate of Completion (CCL) in Workforce Development: Graphic Arts Level I is designed to prepare the incarcerated person with skills needed to work in the field of graphic arts upon release. The courses will provide an introduction to the printing industry, including the printing of graphics and electronic publishing. Courses will also focus on the types of paper, printing techniques, and finishing, binding, and packaging styles, as well as offset press operations.

CIPS Code: 10.0301

Program Prerequisites: 12
Certificate of Completion in Workforce Development: Graphic Arts Level I 12

Required Courses: 15
ADA102 Advertising Production Methods 3
ADA177* Computer-Photographic Imaging 3
ADA183* Computer Aided Graphic Arts I 3
ADA283* Computer Aided Graphic Arts II 3
ADA289* Computer Illustration 3

Students must also choose 0-2 industry/job specific elective credits from the list of Restricted Electives.

Certificate of Completion in Workforce Development: Graphic Arts Level II

The Certificate of Completion (CCL) in Workforce Development: Graphic Arts Level II is an advanced program designed to prepare the incarcerated person with skills needed to work in the graphic arts upon release. Courses focus on computer aided graphics, illustration, and photographic imaging. The training will also cover the production of print advertisements.

CIPS Code: 10.0301

Program Prerequisites: 12
Certificate of Completion in Workforce Development: Graphic Arts Level I 12

Required Courses: 15
ADA102 Advertising Production Methods 3
ADA177* Computer-Photographic Imaging 3
ADA183* Computer Aided Graphic Arts I 3
ADA283* Computer Aided Graphic Arts II 3
ADA289* Computer Illustration 3

Students must also choose 0-2 industry/job specific elective credits from the list of Restricted Electives.

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.

* Indicates course has a Prerequisite and/or Corequisite.
Workforce Development and Community Re-Entry

General Education Requirements: 25

General Education Core: 15

First-Year Composition 6
Any approved general education course in the First-Year Composition area.

Oral Communication 3
Any approved general education course in the Oral Communication area.

Critical Reading 3
Any approved general education course in the Critical Reading area.

Mathematics 3
Any approved general education course in the Mathematics area.

General Education Distribution: 10

Humanities and Fine Arts 3
Any approved general education course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3
Any approved general education course in the Social and Behavioral Sciences area.

Natural Sciences 4
Any approved general education course in the Natural Sciences area.

Certificate(s) or Degree(s) Awarded:

Certificate of Completion in:
- Workforce Development and Community Re-Entry (13 credits)
- Workforce Development: Carpentry Level I (14 credits)
- Workforce Development: Carpentry Level II (27.5 credits)
- Workforce Development: Electrical Level I (12 credits)
- Workforce Development: Electrical Level II (26.5 credits)
- Workforce Development: Horticulture (14 credits)
- Workforce Development: Landscape Technology (16 credits)
- Workforce Development: Automotive Technology Level I (13 credits)
- Workforce Development: Automotive Technology Level II (29 credits)
- Workforce Development: Furniture Construction Refinishing Level I (12 credits)
- Workforce Development: Furniture Construction/Refinishing Level II (26 credits)
- Workforce Development: Graphic Arts Level I (12 credits)
- Workforce Development: Graphic Arts Level II (27 credits)

Associate in Applied Science in:
- Workforce Development and Community Re-Entry (64-67 credits)

Students must earn a grade of “C” or better for all courses required within the program.

Minimum GPA 2.00

* Indicates course has a Prerequisite and/or Corequisite.
There is a wealth of educational opportunities available to students through the Maricopa County Community College District. The programs listed in this section are available at all of the MCCCD colleges.

www.riosalado.edu/transfer
Districtwide Programs

- Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S
- Associate in Arts (AA) Degree
- Associate in Arts in Elementary Education (AAEE) Degree
- Associate in Arts, Fine Arts (AAFA) - Art Degree
- Associate in Arts, Fine Arts (AAFA) - Dance Degree
- Associate in Arts, Fine Arts (AAFA) - Theatre Degree
- Associate in Science (AS) Degree
- Associate in Business (ABus) Degree, General Requirements (GR)
- Associate in Business (ABus) Degree, Special Requirements (SR)
- Associate in General Studies (AGS) Degree
- Associate in Applied Science (AAS) Degree, General Education Requirements
- Academic Certificate
- General Graduation Requirements
- MCCCD General Education Statement
- Catalog Under Which a Student Graduates
- Transcripts for Transfer
- Districtwide Occupational Programs
Arizona General Education Curriculum (AGEC), AGECA, AGECA B, AGECA S

Description

The Maricopa County Community College District Arizona General Education Curriculum (MCCCD AGEC) is a 35-38 semester-credit general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. Generally, the MCCCD AGEC transfers as a block without loss of credit.

In most cases, all courses used to satisfy the MCCCD AGEC will apply to graduation requirements of the university major for which the AGECA was designed.

For students planning to pursue an associate degree or transfer to an Arizona public community college or university, the AGECA is a component of the MCCCD Associate in Arts, the AGECA B is a component of the MCCCD Associate in Business, and the AGECA S is a component of the MCCCD Associate in Science.

Purpose of the AGECS

There are three types of MCCCD AGECs. They are the AGECA, the AGECA B, and the AGECA 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](http://www.aztransfer.com)

1. The AGECA 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). AGECA requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement. AGECA Mathematics requirement is less stringent than the AGECA B and AGECA S. AGECA and AGECA B Natural Sciences requirements are less stringent than AGECA S.

2. The AGECA B is designed to satisfy requirements in business majors that articulate with the Associate in Business. AGECA B requires a minimum of brief calculus to satisfy the Mathematics [MA] requirement.

3. The AGECA S is designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements. AGECA S articulates with the Associate in Science. AGECA 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 AGECA, AGECA B, AGECA 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 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 AGECA 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;
- 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 AGECA 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 AGECA 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. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.

The AGEC A, B, S, and AGEC Matrix identify the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply.

<table>
<thead>
<tr>
<th>Credits</th>
<th>A. Core Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>First-Year Composition (FYC) 6</td>
</tr>
<tr>
<td>2.</td>
<td>Literacy and Critical Inquiry [L] 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

The Mathematics [MA] requirement differs for AGEC A, AGEC B, and AGEC S.

To complete the Mathematical Studies requirement for AGEC A and AGEC B, select one course to satisfy Mathematics [MA] and a second course from Computer/Statistics/Quantitative Applications [CS].

AGEC S does not require the [CS] area.

**AGEC A requires:**

a. Mathematics [MA] (3 credits) AND
   ((Requires a course in college mathematics (MAT142) or college algebra (MAT150, MAT151, MAT152) or pre-calculus (MAT187) or any other mathematics course designated with the MA general education value and for which college algebra is a prerequisite.)

   b. Computer/Statistics/Quantitative Applications [CS] (3 credits)

**AGEC B requires:**

a. Mathematics [MA] (3 credits) AND
   (Requires a course in brief calculus (MAT212) or a higher level mathematics course (MAT220, or MAT221 or any course for which these courses are prerequisites.)

   b. Computer/Statistics/Quantitative Applications [CS] (3 credits)

CIS105 Survey of Computer Information Systems
Arizona General Education Curriculum (AGEC),
AGEC A, AGEC B, AGEC S

AGEC S requires:

a. Mathematics [MA] (4 credits) AND
   (Requires a calculus course (MAT220 or MAT221) OR any mathematics course
   for which MAT220 or MAT221 are
   prerequisites.)

4. Humanities, Arts and Design [HU]  6
   AGEC A and AGEC B: Students are encouraged
   to choose courses from more than one discipline
   for a total of six semester credits.
   AGEC S: Recommend selecting a course
   that satisfies both (L and HU) requirements
   simultaneously.

5. Social-Behavioral Sciences [SB]  6
   AGEC A and AGEC B: Students are encouraged
   to choose courses from more than one discipline
   for a total of six semester credits.
   AGEC S: Recommend selecting a course that
   satisfies (L and SB) requirements simultaneously.

6. Natural Sciences [SQ/SG]  8
   To complete the Natural Sciences requirement:
   AGEC A and AGEC B require four (4) semester
   credits of [SQ] and four (4) semester credits of
   [SG] for a total of eight (8) semester credits,
   OR eight (8) semester credits of [SQ]. Students
cannot take eight (8) semester credits of [SG] to
   meet the Natural Sciences requirement.

   The Natural Sciences requirement differs for
   AGEC S. AGEC S requires eight (8) semester
   credits of either university chemistry or eight (8)
   semester credits of university physics or eight (8)
   semester credits of general biology appropriate
   to the major.

   The lecture course(s) selected for Natural
   Sciences must include or be accompanied by the
   corresponding laboratory course. The lecture
   and corresponding laboratory course(s) may
   carry separate credit. Students should consult
   with an advisor for appropriate course selection.
   Students should also access the AZ Course
   Equivalency Guide (CEG) within the AZ Course
   Applicability System (AZCAS) for information
   on equivalencies.

7. Subject Options (Subject based on major)
   (AGEC S)  6-8
   Students completing AGEC S, through careful
   selection of courses that meet the other major or
   prerequisite requirements for Science degrees,
   will meet this requirement.

   Using a transfer guide, select Mathematics
   courses above Calculus, and/or Science courses
   from: Astronomy, Biology, Botany, Chemistry,
   Environmental Science, Geology, Physical
   Geography, Physics, Zoology.

B. Awareness Areas:

Students must satisfy two Awareness areas: Cultural
Diversity in United States [C] and either Global
Awareness [G] or Historical Awareness [H]. However,
it is not necessary for students to exceed thirty-five
to thirty-eight semester credits to complete any of
the three MCCCD AGECs because courses can
satisfy a Core area and one or two Awareness areas
simultaneously. Therefore, no additional semester
credits are required to satisfy the two Awareness
areas.

1. Cultural Diversity in the United States [C]
   AND

2. Global Awareness [G] OR

3. Historical Awareness [H]

AGEC Area Requirements Descriptions/Definitions

Core Areas

First-Year Composition [FYC]
 Courses must be completed with a grade of “C” or
better in the First-Year Composition Core area.
Courses must emphasize skills necessary for college-
level learning and writing skills.

Literacy and Critical Inquiry [L]
 Courses must be completed with a grade of “C” or
better in the Literacy and Critical Inquiry Core area.
In the [L] course, typically at the sophomore level,
students gather, interpret, and evaluate evidence
and express their findings in writing or speech. This
course includes a series of graded written or spoken
formal assignments.
Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

For AGEC S, students will select a course that satisfies both Literacy and Social-Behavioral Sciences or Literacy and Humanities, Arts and Design requirements simultaneously.

Literacy is defined broadly as communicative competence in written and oral discourse; critical inquiry is defined as the gathering, interpreting, and evaluating of evidence. Building on the proficiency attained in traditional First-Year Composition courses, the Literacy and Critical Inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Mathematical Studies [MA]

Courses must be completed with a grade of “C” or better in the Mathematical Studies Core Area. One course must be selected from Mathematics [MA]. In AGEC A and AGEC B, a second course must be selected from Computer/Statistics/Quantitative Applications [CS].

The Mathematical Studies requirement is intended to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers make mathematical analysis more powerful and efficient.

First, the acquisition of essential skill in basic mathematics requires the student to complete a course in college algebra or to demonstrate a higher level of skill by completing a course for which college algebra is a prerequisite.

Second, the real-world application of mathematical reasoning requires the student to take a course in statistics or the use of quantitative analysis to solve problems of substance.

Third, the use of the computer to assist in serious analytical work is required. Computers are widely used to study the implications of social decisions or to model physical systems.

- **Mathematics [MA] AGEC A**
  The AGEC A Mathematics Core area requires a course in college mathematics, college algebra, pre-calculus, or any other mathematics course for which college algebra is a prerequisite.

- **Mathematics [MA] AGEC B**
  The AGEC B Mathematics Core area requires a course in Brief Calculus or a higher level mathematics course.

- **Mathematics [MA] AGEC S**
  The AGEC S Mathematics Core area requires the first course in the calculus sequence or any mathematics course for which that course is a prerequisite.

Computer/Statistics/Quantitative Applications [CS]

AGEC A, B [CS] requires: courses that emphasize the use of statistics or other mathematical methods in the interpretation of data and in describing and understanding quantitative relationships, courses that involve the use of computer programming languages or software in the development of skills in analytical thinking.

AGEC B specifies CIS105 as the course that meets the [CS] requirement.

Humanities, Arts and Design [HU]

Courses must be completed with a grade of “C” or better in the Humanities, Arts and Design Core area. Students are encouraged to choose coursework from more than one discipline. The Humanities, Arts and Design Core area enables students to broaden and deepen their consideration of basic human values and their interpretation of the experiences of human beings.

The humanities are concerned with questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and questions of moral, aesthetic, and other human values. The humanities investigate these questions in both the present and the past and make use of philosophy, foreign languages, linguistics and communications studies, religious studies, literature, and fine arts.

The fine arts constitute the artist’s creative deliberation about reality, meaning, knowledge, and values.
Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

Social-Behavioral Sciences [SB]
Courses must be completed with a grade of “C” or better in the Social-Behavioral Sciences Core area. Students are encouraged to choose course work from more than one discipline.

The Social-Behavioral Sciences Core area provides scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological, or social. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a world of diminishing economic, linguistic, military, political, and social distance.

Natural Sciences [SQ/SG]
Courses must be completed with a grade of “C” or better in the Natural Sciences Core area.

Courses in the Natural Sciences Core area help the student to develop an appreciation of the scope and limitations of scientific capability to contribute to the quality of society. This Core area emphasizes knowledge of methods of scientific inquiry and mastery of basic scientific principles and concepts, in particular those that relate to matter and energy in living and non-living systems. Firsthand exposure to scientific phenomena in the laboratory is important in developing and understanding the concepts, principles, and vocabulary of science. At least one of the two laboratory courses required in the Natural Sciences Core area must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SQ] A & B
The AGEC A and B Natural Sciences Core area requires one laboratory course in natural sciences that includes a substantial introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SG] A & B
The AGEC A and B Natural Sciences Core area requires a second laboratory course in the natural sciences, for example, from anthropology, astronomy, biology, chemistry, experimental psychology, geology, microbiology, physical anthropology, physical geography, physics, plant biology.

Natural Sciences S
The AGEC S Natural Sciences Core area requires eight semester credits of either university chemistry or eight semester credits of university physics or eight semester credits of general biology appropriate to the major.

SQ = Natural Science-Quantitative
SG = Natural Science-General

Subject Options (for AGEC S)
Courses in the Subject Options area help the student to be prepared for specific majors in science. Students completing AGEC S, through careful selection of courses that meet the other major or prerequisite requirements for Science degree, will meet this requirement. Using a transfer guide, courses would be selected from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, and Zoology.

Awareness Areas
Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness. Courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

Cultural Diversity in the United States [C]
The contemporary “culture” of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. U.S. history involves the experiences not only of different groups of European immigrants and their descendants, but also of diverse groups of American Indians, Hispanic Americans, African Americans and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view one. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present, and future and can help to foster greater mutual understanding and respect.
Arizona General Education Curriculum (AGEC), AGEC A, AGEC B, AGEC S

The objective of the Cultural Diversity area requirement is to promote awareness of and appreciation for cultural diversity within the contemporary United States. This is accomplished through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the United States, or exploration of successful or unsuccessful interactions between and among cultural groups.

Global Awareness [G]

Human organizations and relationships have evolved from being family and village centered to the modern global interdependence that is apparent in many disciplines—for example, contemporary art, business, engineering, music, and the natural and social sciences. Many serious local and national problems are world issues that require solutions which exhibit mutuality and reciprocity. These problems occur in a wide variety of activities, such as food supply, ecology, health care delivery, language planning, information exchange, economic and social developments, law, technology transfer, and even philosophy and the arts. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. The Global Awareness Area includes courses that recognize the nature of other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

Courses that satisfy the global awareness option in the requirements are of one or more of the following types:

1. Area studies that are concerned with an examination of culture-specific elements of a region of the world;
2. The study of a non-English language;
3. Studies of international relationships, particularly those in which cultural change is facilitated by such factors as social and economic development, education, and the transfer of technology; and
4. Studies of cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology.

Historical Awareness [H]

The Historical Awareness Area option in the requirements aims to develop a knowledge of the past that can be useful in shaping the present and future. Because historical forces and traditions have created modern life and lie just beneath its surface, historical awareness is an aid in the analysis of present-day problems. Also, because the historical past is a source of social and national identity, historical study can produce intercultural understanding by tracing cultural differences to their origins. Even the remote past may have instructive analogies for the present.

The Historical Awareness Area consists of courses that are historical in method and content. In this area, the term “history” designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence.

The requirement presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. History is present in the languages, art, music, literature, philosophy, religion, and the natural sciences, as well as in the social science traditionally called history.

For more information regarding each of the three AGEC requirements, please view specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.
Associate in Arts (AA) Degree

Description
The Maricopa County Community College District Associate in Arts degree requires 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Arts (AGEC-A)
   - MCCCD Additional Requirements

II. General Electives

Purpose of the Degree
The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. Generally, the degree will transfer as a block without loss of credit to Arizona’s public universities and other institutions with district-wide articulation agreements.

In most cases, courses used to satisfy the MCCCD Associate in Arts will apply to university graduation requirements of the university major for which the Associate in Arts is designed. Information regarding the articulation of the Associate in Arts with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

Academic Policies that Govern the Associate in Arts Degree

- Completion of the Associate in Arts and the 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 AGEC.
- 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 (AGEC-A 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. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.
Associate in Arts (AA) Degree

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

The 60-64 semester credits required for the Associate in Arts Degree have specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link. The AGEC A, B, S, and AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.
Associate in Arts (AA) Degree

2. **Awareness Areas:**

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

- Cultural Diversity in the United States [C]
- AND
- Global Awareness [G] OR
- Historical Awareness [H]

3. **MCCCD Additional Requirements 0-6**

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. **Oral Communication**

A total of three (3) semester credits are required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

- COM100 [SB] (3 credits) OR
- COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
- COM110 [SB] (3 credits) OR
- COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
- COM225 [L] (3 credits) OR
- COM230 [SB] (3 credits)

b. **Critical Reading**

A total of three (3) semester credits are required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

- CRE101 [L] OR equivalent as indicated by assessment

II. **General Electives**

Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AA, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: [www.aztransfer.com/](http://www.aztransfer.com/)

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Arts degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

**Associate in Arts Total Credits:** 60-64
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 on the transcript. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC A or the Associate in Arts Elementary Education degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts in Elementary Education requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

### Degree Requirements

<table>
<thead>
<tr>
<th>MCCCD AGEC - A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Areas</strong></td>
</tr>
<tr>
<td>a. First-Year Composition [FYC]</td>
</tr>
<tr>
<td>ENG101/102 OR ENG107/108</td>
</tr>
<tr>
<td>1) MAT142 [MA] College Mathematics, or higher (NOTE: MAT256, 257, 182, and 206 are excluded) AND 2) CIS105 [CS] Survey of Computer Information Systems, OR BPC110 [CS] Computer Usage and Applications</td>
</tr>
<tr>
<td>c. Literacy and Critical Inquiry [L]</td>
</tr>
<tr>
<td>Select the following: COM225 Public Speaking</td>
</tr>
<tr>
<td>d. Humanities, Arts and Design [HU]</td>
</tr>
<tr>
<td>1) Select (3) semester credits from the following courses: ARH100 Introduction to Art ARH101 Prehistoric through Gothic Art ARH102 Renaissance through Contemporary Art DAH100 Introduction to Dance DAH201 World Dance Studies MHL140 Survey of Music History MHL143 Music in World Cultures THE111 Introduction to Theatre AND</td>
</tr>
</tbody>
</table>
Associate in Arts in Elementary Education (AAEE) Degree

2) Select 3 semester credits from the following courses:
   - EDU/ENH291 Children's Literature
   - ENH110 Introduction to Literature
   - ENH241 American Literature Before 1860
   - ENH242 American Literature After 1860
   - HUM250 or HUM251 Ideas and Values in the Humanities

e. Social-Behavioral Sciences [SB] 6
   1) Select 3 semester credits from the following courses:
      - GCU/POS227 United States and Arizona Social Studies
      - HIS103 United States History to 1865
      - POS110 American National Government
   
   AND

   2) Select 3 semester credits from the following courses:
      - CFS205 Human Development
      - ECH/CFS176 Child Development
      - ECN211 Macroeconomic Principles
      - ECN212 Microeconomic Principles
      - GCU121 World Geography I: Eastern Hemisphere
      - GCU122 World Geography II: Western Hemisphere
      - HIS104 United States History 1865 to Present
      - PSY101 Introduction to Psychology


   To complete the Natural Sciences requirement, select a total of 8 semester credits from the following categories. At least 4 credits must be SQ courses. You can select 4 semester credits of SG and 4 semester credits of SQ for a total of 8 semester credits. Natural Sciences courses must include or be accompanied by the corresponding laboratory course. When the lecture and corresponding laboratory are awarded separate credit, both will be counted as equivalent to one course in that discipline.

1) Life Sciences - Select 4 semester credits of SQ or SG from BIO

   AND

2) Physical Sciences or Earth/Space Sciences - Select 4 semester credits of SQ or SG credits from the following prefixes:
   - AGS Agricultural Science
   - ASM Anthropology
   - AST Astronomy
   - CHM Chemistry
   - GPH Physical Geography
   - GLG Geology
   - PHS Physical Science
   - PHY Physics

Note: Students are advised to check with the university they plan to attend as requirements for lab sciences may vary.

g. Awareness Areas 0

   The MCCCD AAEE requires coursework in two Awareness Areas:
   - Cultural Diversity in the U.S. [C]
   
   AND

   - Historical Awareness [H] OR
   - Global Awareness [G]

   Courses can satisfy a Core Area Requirement and one or more Awareness Areas, or can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness Areas.
Associate in Arts in Elementary Education (AAEE) Degree

2. MCCCD Additional Requirements  0-3
   a. Oral Communication
      Satisfied by COM225 taken for Literacy and Critical Inquiry Requirement
   b. Critical Reading
      CRE101 OR exemption by testing

II. Elementary Education Requirements  25
A total of 25 semester credits are required to satisfy the Elementary Education Requirements.

A. Education Foundations  20
   Complete the following courses to satisfy the Education Foundations requirements:
   - EDU220  Introduction to Serving English Language Learners (ELL)
   - EDU221  Introduction to Education
   - EDU222  Introduction to the Exceptional Learner
   - EDU230  Cultural Diversity in Education
   - MAT256  Investigating Quantity: Number, Operations and Numeration Systems
   - MAT257  Investigating Geometry, Probability and Statistics

B. Restricted Electives  5
   A total of 5 semester credits are required to satisfy the Restricted Electives.
   Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Content Area Electives
   Select 5 credits from the following:
   - Any ARH, ART, BPC, CIS, ECN, ENG, ENH, GCU, GPH, HIS, MHL, MTC, POS, THE, THF, THP prefixed course(s)
   - Any EDU prefixed course(s) (except EDU250)
   - Any MAT (courses numbered higher than 142 except MAT256, and MAT257)
   - Any Foreign Language course(s)
   - Any Natural Science course(s)
   - AAA/CPD115  Creating College Success
   - CFS/ECH176  Child Development
   - CFS205  Human Development
   - EED215  Early Learning: Heath, Safety, Nutrition and Fitness

Note: The following courses meet the state teacher certification requirement for United States and Arizona Constitutions:
   - United States—HIS103, POS110, POS220, POS222, or GCU/POS227
   - Arizona—POS220, POS221, or GCU/POS227

AAEE Total Credits:  60-63
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 do have the option to petition for general education evaluations and/or general education designations upon transfer.

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: [https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation](https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation) by clicking on the statewide AGEC link.
Associate in Arts, Fine Arts (AAFA)- Art Degree

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine - Arts Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts - Art requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

The 63 semester credits required for the Associate in Arts, Fine Arts - Art degree follow. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

<table>
<thead>
<tr>
<th>1. MCCCD General Education</th>
<th>Credits</th>
</tr>
</thead>
</table>

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

**MCCCD AGEC-A**

1. **Core Areas** 35
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 3
   c. Mathematical Studies [MA/CS] 6

   To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].
   1) Mathematics [MA] A (3 credits)
      - Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.
   AND
   2) Computer/Statistics/Quantitative Applications [CS] (3 credits)
   d. Humanities, Arts and Design [HU] 6

   Students are encouraged to choose course work from more than one discipline for a total of six semester credits. Select the following:
   
<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH101 Prehistoric Through Gothic Art 3</td>
</tr>
</tbody>
</table>

e. Social-Behavioral Sciences [SB] 6

   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH101 Prehistoric Through Gothic Art 3</td>
</tr>
</tbody>
</table>

f. Natural Sciences [SQ/SG] 8

   To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

   The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.
Associate in Arts, Fine Arts (AAFA) - Art Degree

Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas

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

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 are required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.

Select from the following options to complete 3 credits:

CRE101 (3 credits)

OR

equivalent as indicated by assessment

II. Fine Arts Requirements – Art 28

A minimum of 28 credits are required to satisfy the Fine Arts Requirements – Art.

Foundations 16

Select the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ADA/ART112 Two-Dimensional Design</td>
</tr>
<tr>
<td>3</td>
<td>ADA/ART115 Three-Dimensional Design</td>
</tr>
<tr>
<td>3</td>
<td>ARH102 Renaissance Through Contemporary Art</td>
</tr>
<tr>
<td>3</td>
<td>ART111 Drawing I</td>
</tr>
<tr>
<td>3</td>
<td>ART113 Color</td>
</tr>
<tr>
<td>1</td>
<td>ART255AB The Portfolio</td>
</tr>
</tbody>
</table>

Restricted Electives 12

Select from the following options to complete a minimum of twelve semester credits:

ART116 Life Drawing I 3
ART122 Drawing and Composition II 3
ART131 Photography I 3
ART151 Sculpture I 3
ART161 Ceramics I 3
ART165 Watercolor Painting I 3
ART167 Painting I 3
ART250 Introduction to Printmaking 3

Associate in Arts, Fine Arts – Art

Total Credits: 63
Description
The Maricopa County Community College District Associate in Arts, Fine Arts - Dance degree requires a minimum of 64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   Arizona General Education Curriculum for Arts (AGEC-A)
   MCCCD Additional Requirements

II. Fine Arts Requirements – Dance

Purpose of the Degree
The Associate in Arts, Fine Arts - Dance degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Dance degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website:

www.aztransfer.com

Academic Policies that Govern the Associate in Arts, Fine Arts - Dance Degree

- Completion of the Associate in Arts, Fine Arts - Dance degree and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Dance degree.
- A minimum of 64 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area
  - General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.
**Associate in Arts, Fine Arts (AAFA) - Dance Degree**

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts-Dance Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Dance requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

**Degree Requirements**

The 64 semester credits required for the Associate in Arts, Fine Arts - Dance degree follow. View specific course information via the following website: [https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation](https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation) by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

### MCCCDD AGEC-A

#### 1. Core Areas 35

| a. First-Year Composition [FYC] | 6 |
| b. Literacy and Critical Inquiry [L] | 3 |
| c. Mathematical Studies [MA/CS] | 6 |

To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)
   - Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.

   AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

| d. Humanities, Arts and Design [HU] | 6 |

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select from the following options to complete three credits:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>DAH100 Introduction to Dance</td>
</tr>
<tr>
<td>3</td>
<td>DAH201 World Dance Studies</td>
</tr>
</tbody>
</table>

| e. Social-Behavioral Sciences [SB] | 6 |

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>DAH100 Introduction to Dance</td>
</tr>
<tr>
<td>3</td>
<td>DAH201 World Dance Studies</td>
</tr>
</tbody>
</table>

| 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.

### I. MCCCDD General Education Credits

The MCCCDD General Education includes two areas: MCCCDD AGEC-A and MCCCDD Additional Requirements.
Associate in Arts, Fine Arts (AAFA) - Dance Degree

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

Select from the following options to complete four credits:

<table>
<thead>
<tr>
<th>Credits</th>
<th>BIO160 Introduction to Human Anatomy and Physiology</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO201 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
</tbody>
</table>

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 are required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

Select from the following options to complete 3 credits:

CRE101 [L] (3 credits) OR
equivalent as indicated by assessment

II. Fine Arts Requirements – Dance 29

A minimum of 29 credits are required to satisfy the Fine Arts Requirements – Dance.

Part I: 12

Select the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>DAN150 Dance Performance I</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DAN210 Dance Production I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DAN221 Rhythmic Awareness I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DAN264 Choreography I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DAN280 Dance Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>
## Associate in Arts, Fine Arts (AAFA) - Dance Degree

### Part II: 9

Select from the following options to complete a minimum of nine semester credits. Students must attain Level III competency in ballet and modern dance courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN131</td>
<td>Ballet I (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN134</td>
<td>Ballet II (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN231</td>
<td>Ballet III (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN231AA</td>
<td>Ballet III: Intensive (2)</td>
<td>2-4</td>
</tr>
<tr>
<td>DAN234</td>
<td>Ballet IV (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN234AA</td>
<td>Ballet IV: Intensive (2)</td>
<td>2-4</td>
</tr>
<tr>
<td>DAN237</td>
<td>Ballet Pointe I</td>
<td>1</td>
</tr>
<tr>
<td>DAN132</td>
<td>Modern Dance I (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN135</td>
<td>Modern Dance II (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN232</td>
<td>Modern Dance III (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN232AA</td>
<td>Modern Dance III: Intensive (2)</td>
<td>2-4</td>
</tr>
<tr>
<td>DAN235</td>
<td>Modern Dance IV (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN235AA</td>
<td>Modern Dance IV: Intensive (2)</td>
<td>2-4</td>
</tr>
<tr>
<td>DAN133</td>
<td>Jazz Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN136</td>
<td>Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN233</td>
<td>Jazz Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN233AA</td>
<td>Jazz Dance III: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN236</td>
<td>Jazz Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN236AA</td>
<td>Jazz Dance IV: Intensive (2)</td>
<td>2-4</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 0-3

Students can choose to complete a combination of up to three credits in Part III and the remaining credits in Part IV; or students can opt to complete all Elective credits in Part IV. No more than three credits may be selected from the following DAN prefixed courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN104++</td>
<td>Ballroom (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN204++</td>
<td>Ballroom (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN105++</td>
<td>Swing (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN205++</td>
<td>Swing (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN106++</td>
<td>Latin (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN206++</td>
<td>Latin (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN107++</td>
<td>Country (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN207++</td>
<td>Country (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN108++</td>
<td>Tango (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN208++</td>
<td>Tango (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN115++</td>
<td>Contemporary Dance (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN120++</td>
<td>World Dance (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN125++</td>
<td>Social 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>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>DAN133</td>
<td>Jazz Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN136</td>
<td>Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN233</td>
<td>Jazz Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN233AA</td>
<td>Jazz Dance III: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN236</td>
<td>Jazz Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN236AA</td>
<td>Jazz Dance IV: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN140</td>
<td>Tap Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN141</td>
<td>Dance Workshop</td>
<td>1</td>
</tr>
<tr>
<td>DAN145</td>
<td>Tap Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN146</td>
<td>Tap Dance Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>DAN240</td>
<td>Tap Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN245</td>
<td>Tap Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN150</td>
<td>Dance Performance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN155</td>
<td>Dance Performance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN250</td>
<td>Dance Performance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN255</td>
<td>Dance Performance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN164</td>
<td>Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>DAN131</td>
<td>Ballet I</td>
<td>1</td>
</tr>
<tr>
<td>DAN134</td>
<td>Ballet II</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 (2)</td>
<td>2-4</td>
</tr>
<tr>
<td>DAN234</td>
<td>Ballet IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN234AA</td>
<td>Ballet IV: Intensive (2)</td>
<td>2-4</td>
</tr>
<tr>
<td>DAN237</td>
<td>Ballet Pointe I</td>
<td>1</td>
</tr>
<tr>
<td>DAN132</td>
<td>Modern Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN135</td>
<td>Modern Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN232</td>
<td>Modern Dance III (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN232AA</td>
<td>Modern Dance III: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN235</td>
<td>Modern Dance IV (1)</td>
<td>1-2</td>
</tr>
<tr>
<td>DAN235AA</td>
<td>Modern Dance IV: Intensive</td>
<td>2</td>
</tr>
</tbody>
</table>
## Associate in Arts, Fine Arts (AAFA) - Dance Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>*DAN298++</td>
<td>Special Projects (any module)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### Part IV: Restricted Electives: Dance

#### Theory Electives: 6-9

DAH classes cannot be used as both a Humanities core requirement and as a Dance Theory Elective (Part IV).

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAH100</td>
<td>Introduction to Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAH110</td>
<td>Dance in Film</td>
<td>3</td>
</tr>
<tr>
<td>DAH190</td>
<td>Discovering Dance Careers</td>
<td>1</td>
</tr>
<tr>
<td>DAH201</td>
<td>World Dance Studies</td>
<td>3</td>
</tr>
<tr>
<td>DAH210</td>
<td>History of Ballet and Modern Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAH250</td>
<td>Dance in Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>DAH255</td>
<td>Hip Hop Arts, Aesthetic and Culture</td>
<td>3</td>
</tr>
<tr>
<td>DAN138</td>
<td>Dance Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>DAN170</td>
<td>Dance Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>DAN201++</td>
<td>Special Topics: Dance (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN211</td>
<td>Dance Production II</td>
<td>3</td>
</tr>
<tr>
<td>DAN222</td>
<td>Rhythmic Awareness II</td>
<td>3</td>
</tr>
<tr>
<td>DAN238</td>
<td>Dance Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>DAN241</td>
<td>Dance Notation I</td>
<td>3</td>
</tr>
<tr>
<td>DAN255</td>
<td>Choreography II</td>
<td>3</td>
</tr>
<tr>
<td>DAN272</td>
<td>Dance Technology</td>
<td>3</td>
</tr>
<tr>
<td>DAN275</td>
<td>Choreography for Film and Video</td>
<td>3</td>
</tr>
<tr>
<td>DAN282++</td>
<td>Service-Learning Experience in Dance (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN293</td>
<td>Teaching Dance in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>DAN294</td>
<td>Teaching Dance in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>DAN295</td>
<td>Teaching and Management of Studio Dance</td>
<td>3</td>
</tr>
<tr>
<td>*DAN296++</td>
<td>Cooperative Education (any module)</td>
<td>1-4</td>
</tr>
<tr>
<td>*DAN298++</td>
<td>Special Projects (any module)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*Selection of DAN296 or 298 courses to satisfy degree requirements should be done in consultation with a program advisor or faculty member as Special Projects courses do not currently transfer to any of the three Arizona state public universities.

**Associate in Arts, Fine Arts – Dance Total Credits:** 64
Associate in Arts, Fine Arts (AAFA) - Theatre Degree

Description
The Maricopa County Community College District Associate in Arts, Fine Arts - Theatre degree requires a minimum of 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   Arizona General Education Curriculum for Arts (AGEC-A)
   MCCCD Additional Requirements

II. Fine Arts Requirements – Theatre

Purpose of the Degree
The Associate in Arts, Fine Arts - Theatre degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio or performance requirement.

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Theatre may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

Academic Policies that Govern the Associate in Arts, Fine Arts - Theatre Degree

- Completion of the Associate in Arts, Fine Arts - Theatre and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.

- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Theatre degree.

- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area.

- General 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.
Districtwide Programs

Associate in Arts, Fine Arts (AAFA) - Theatre Degree

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.

- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts - Theatre Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Theatre requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

The 60-64 semester credits required for the Associate in Arts, Fine Arts - Theatre follow. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A

1. Core Areas 35
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 3
      Select the following:
      THE220 Modern Drama 3
   c. Mathematical Studies [MA/CS] 6
      To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].
      1) Mathematics [MA] A (3 credits)
         Select a course in college mathematics or college algebra or precalculus or any other mathematics course for which college algebra is a prerequisite.
         AND
      2) Computer/Statistics/Quantitative Applications [CS] (3 credits)
d. **Humanities, Arts and Design [HU]** 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

Select the following:

- HUM/THF205 Introduction to Cinema 3

**e. Social-Behavioral Sciences [SB]** 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

**f. Natural Sciences [SQ/SG]** 8

To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students **cannot** take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. **Awareness Areas** 0

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

- Cultural Diversity in the United States [C]
- AND
- Global Awareness [G] OR
- Historical Awareness [H]

**MCCCD Additional Requirements 0-6**

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

**a. Oral Communication 0-3**

A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:

- COM100 [SB] (3 credits) OR
- COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
- COM110 [SB] (3 credits) OR
- COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
- COM225 [L] (3 credits) OR
- COM230 [SB] (3 credits)
b. **Critical Reading** 0-3

A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.

Select from the following options to complete 3 credits.

CRE101 [L] (3 credits) OR equivalent as indicated by assessment

**II. Fine Arts Requirements – Theatre 25-29**

A minimum of 25 credits are required to satisfy the Fine Arts Requirements – Theatre.

**Foundations 16-17**

Select the following:

- THE111 Introduction to Theatre 3
- THF115 Makeup for Stage and Screen 3
- THP201AA Theatre Production I OR 1
- THP201AB Theatre Production II 2
- THP213 Introduction to Technical Theatre 3
- THP217 Introduction to Design Scenography 3

**Restricted Electives 9-12**

Students may take a variety of courses, or they may choose to emphasize a particular aspect of theatre, such as acting, technical theatre, cinema, theatre education, directing, movement, musical theatre, etc. Students should consult with their campus theatre advisor for the restricted electives recommended to attain each area of emphasis.

**Associate in Arts, Fine Arts (AAFA) - Theatre Degree**

Select from the following options to complete a minimum of 9 semester credits:

- HUM/THE206 Introduction to Television Arts 3
- HUM/THF210 Contemporary Cinema 3
- THE118 Playwriting 3
- THF120AA Audition Techniques for Stage and Screen: Prepared Monologue 1
- THF120AB Audition Techniques for Stage and Screen: Cold Readings 1
- THF209 Acting for the Camera 3
- THF219 Advanced Acting for the Camera 3
- THP130 Stage Combat 3
- THP131 Stage Movement 3
- THP151 Theatre for Youth 3
- THP211 Creative Drama 3
- THP212 Acting II 3
- THP214 Directing Techniques 3
- THP216 Beginning Stage Lighting 3
- THP219 Introduction to Puppetry 3
- THP226 Theatrical Design: Costuming 3
- THP/COM241 Oral Interpretation of Literature 3
- THP262 Entertainment Industry Design Drafting 3
- THP267 Painting Techniques for Film, TV and Theatre 3
- THP268 Opportunities in Production 3
- THP269 Technical Theatre Portfolio Development 1
- THP/MUP270 Musical Theatre Workshop 2
- THP/COM271 Voice and Diction 3
- THP281 Production and Acting I 3
- THP298AA-AC Special Projects 1-3

**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

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.
Districtwide Programs

Associate in Science (AS) Degree

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-S requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. View specific course information via the following website https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.
- Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.
- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-S or Associate in Science Degree.
- Courses and their modular equivalents will satisfy AGEC-S and Associate in Science requirements.
- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.
- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements
The 60-64 semester credits required for the Associate in Science follow. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation by clicking on the statewide AGEC link.

The AGEC A, B, S, and the AGEC Matrix identify the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

The MCCCD General Education includes two areas: MCCCD AGEC-S and MCCCD Additional Requirements.

MCCCD AGEC-S

1. Core Areas 36-38
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 0-3
      Recommend selecting a course that satisfies L (Literacy and Critical Inquiry) and SB (Social-Behavioral Sciences) OR L (Literacy and Critical Inquiry) and HU (Humanities, Arts and Design) or L (Literacy and Critical Inquiry) and COM or L (Literacy and Critical Inquiry) and CRE101 requirements simultaneously.
   c. Mathematical Studies [MA] 4
      To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] S.
      1) Mathematics [MA] S (4 credits)
         Select a calculus course MAT220 or MAT221, OR any mathematics course for which MAT220 or MAT221 is a prerequisite.
   d. Humanities, Arts and Design [HU] 6
      Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
      Select a course that satisfies both L and HU requirements simultaneously.
e. Social-Behavioral Sciences [SB] 6

Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
Select a course that satisfies both L and SB requirements simultaneously

f. Natural Sciences 8

To complete the Natural Sciences requirement:
Select eight (8) semester credits of either general chemistry CHM151 & CHM151LL, and CHM152 & CHM152LL
OR
Eight (8) semester credits of university physics PHY115 & PHY116, or PHY121 & PHY131
OR
Eight (8) semester credits of general biology, BIO181 and BIO182 appropriate to the major.

g. Subject Options (subject based on major) 6-8

Students completing AGEC S, through careful selection of courses that meet the other major or prerequisite requirements for Science degree, will meet this requirement. Using a transfer guide, select courses from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

2. Awareness Areas

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-six to thirty-eight semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C] AND
Global Awareness [G] OR
Historical Awareness [H]

3. MCCCD Additional Requirements 0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-six to thirty-eight semester credits required in order to complete the MCCCD Additional Requirements.

a. Oral Communication

A total of three (3) semester credits are required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.
Select from the following options:
COM100 [SB] (3 credits) OR
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
COM110 [SB] (3 credits) OR
COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
COM225 [L] (3 credits) OR
COM230 [SB] (3 credits)
b. Critical Reading

A total of three (3) semester credits are required for the Critical Reading area. If students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

CRE101 [L]

OR

equivalent as indicated by assessment

II. General Electives

Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AS, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: www.aztransfer.com

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Science degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

**Associate in Science Total Credits: 60-64**
**Associate in Business (ABus) Degree, General Requirements (GR)**

**Description**

The Maricopa County Community College District Associate in Business General Requirements (ABus GR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCDD General Education, which includes Arizona General Education Curriculum for Business (AGEC-B),

II. Common Lower Division Program Requirements,

III. General Electives.

**Purpose of the Degree**

The ABus GR degree is designed for students who plan to transfer to Arizona’s public universities into majors that articulate with the Associate in Business General Requirements pathway and for students who plan to complete lower division course work toward a baccalaureate program at other degree granting institutions. All business majors except Computer Information Systems should follow the ABus GR pathway. Computer Information Systems majors should follow the Associate in Business Special Requirements pathway.

Generally, the degree transfers as a block without loss of credit to Arizona’s public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCDD 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. View specific course information via the following website: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation.

• Click on the AGEC link

• Select Maricopa Community College District or any of the Maricopa Community Colleges

• Click on the appropriate AGEC A, B, S, or AGEC Matrix

The lists identify the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply.

I. MCCCD General Education Credits

MCCCD AGEC B

1. Core Areas: 35
   a. First-Year Composition [FYC] 6
   b. Literacy and Critical Inquiry [L] 3
   c. Mathematical Studies [MA/CS] 6

To complete the Mathematical Studies requirement select one course to satisfy Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] B (3 credits)
   MAT212, Brief Calculus, or a higher level mathematics course
   AND

d. Humanities, Arts and Design [HU]  6
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

e. Social-Behavioral Sciences [SB]  6
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG]  8
To complete the Natural Sciences requirement:
Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

Note: Students transferring to ASU in Accountancy should take two of the following courses in meeting the general education requirements: a transfer course in Sociology; Psychology; COM230 or COM225. If students do not take these prior to transfer, they may need to take additional hours to meet ASU graduation requirements.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas
Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C] AND
Global Awareness [G] OR
Historical Awareness [H]

II. Common Lower Division Program Requirements

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

*OR*

- *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 Electives:** 6

Select from the following options:

- CIS114DE Excel Spreadsheet
- CIS133DA Internet/Web Development Level I
- CIS162AD C#: Level I
- GBS151 Introduction to Business
- GBS233 [L] Business Communication
- GBS220 Quantitative Methods in Business
- GBS110 Human Relations in Business and Industry
- MGT251 Human Relations in Business
- IBS101 Introduction to International Business
- MGT253 Owning and Operating a Small Business
- REA179 Real Estate Principles I
- REA180 Real Estate Principles II
- MKT271 Principles of Marketing
- PAD100 21st Century Public Policy and Service
- SBU200 Society and Business

**III. General Electives**

Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas.

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

**ABus GR Degree Total Credits:** 62-63
Associate in Business (ABus) Degree, Special Requirements (SR)

Description

The Maricopa County Community College District Associate in Business, Special Requirements (ABus SR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCD General Education which includes the Arizona General Education Curriculum for Business (AGEC B),
II. Common Lower Division Program Requirements,
III. General Electives.

Purpose of the Degree

The ABus SR degree is designed for Computer Information Systems majors who plan to transfer to Arizona's public universities and for students who plan to complete lower division course work toward a baccalaureate program at other degree granting institutions. The Associate in Business General Requirements (ABus GR) is designed for all other business majors. Additional information on academic majors at the Arizona public universities can be accessed via the following web site:
www.aztransfer.com/

Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCD Associate in Business Special Requirements may apply to university graduation requirements of the university major for which the ABus SR was designed.

Academic Policies that Govern the Associate in Business Special Requirements Degree

- Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits.
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement.
- Uses the following policy to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits.
  - Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements).
- Follows the general education policy below:

General Education Designations (example: [FYC], [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation, as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for course evaluations and/or general education designations.
Associate in Business (ABus) Degree,
Special Requirements (SR)

- Requires courses that transfer as an equivalent
course, departmental elective credit
(XXXXDEC), or general elective credit (Elective)
at all Arizona public universities according to
the Arizona Course Equivalency Guide (CEG).
The course evaluation and/or general education
designation as listed in AZCAS is valid for the
term in which the student is awarded credit on
the transcript.
- Follows the graduation policies within the
general catalog.
- Includes both courses and their modular
equivalents, either the course or the modular
equivalents will satisfy the Associate in Business
Special Requirements.
- Accepts one of the courses that is cross-
referenced with other courses.
- Provides for exemption from Arizona university
admission requirements for students who
complete the ABus SR degree from a regionally
accredited post-secondary institution with a
minimum 2.0 on a 4.0=A scale for Arizona
residents and a minimum 2.5 on a 4.0=A scale
for non-residents.

Degree Requirements
The 62-63 semester credits required for the Associate
in Business Special Requirements follow. View
specific course information via the following website:
https://asa.maricopa.edu/departments/center-for-
curriculum-transfer-articulation
- Click on the AGEC link
- Select Maricopa Community College
District or any of the Maricopa Community
Colleges
- Click on the appropriate AGEC A, B, S, or
AGEC Matrix

The lists identify the courses in alpha-order by prefix
as well as the different Core Areas and Awareness
Areas where the course will apply.

### MCCCD General Education Credits

<table>
<thead>
<tr>
<th>MCCC AGEC B</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Areas:</td>
<td>35</td>
</tr>
<tr>
<td>a. First-Year Composition [FYC]</td>
<td>6</td>
</tr>
<tr>
<td>b. Literacy and Critical Inquiry [L]</td>
<td>3</td>
</tr>
<tr>
<td>c. Mathematical Studies [MA/CS]</td>
<td>6</td>
</tr>
</tbody>
</table>

To complete the Mathematical Studies
requirement select one course to satisfy the
Mathematics [MA] B and a second course from
Computer/Statistics/Quantitative Applications
[CS].
1) Mathematics [MA] B (3 credits)
   MAT212, Brief Calculus, or a higher level
   mathematics course
   AND
2) Computer/Statistics/Quantitative
   Applications [CS]
   CIS105 [CS] Survey of Computer
   Information Systems.

d. Humanities, Arts and Design [HU] | 6 |

Students are encouraged to choose course work
from more than one discipline for a total of six
semester credits.
e. Social-Behavioral Sciences [SB] | 6 |

Students are encouraged to choose course work
from more than one discipline for a total of six
semester credits.
f. Natural Sciences [SQ/SG] | 8 |

To complete the Natural Sciences requirement:
Select four (4) semester credits of [SQ] and
four (4) semester credits of [SG] for a total of
eight (8) semester credits, OR eight (8) semester
credits of [SQ].
Students cannot take eight (8) semester credits of
[SG] to meet the Natural Sciences requirement.
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C] AND
Global Awareness [G] OR
Historical Awareness [H]

II. Common Lower Division Program Requirements: 27

A total of 27-28 credits are required for the Common Lower Division Program Requirements. Common courses meeting general education areas are noted with the general education designations encased in brackets.

Complete the following:

Accounting: 6

ACC111 Accounting Principles I AND
ACC230 Uses of Accounting Information I AND
ACC240 Uses of Accounting Information II

OR
*ACC211 Financial Accounting AND
ACC212 Managerial Accounting 6

*MCCCD ACC111 and ACC112 together are equivalent to ACC211.

Programming I: 3

CIS162AD C#: Level I

Programming II: 3

CIS250 Management Information Systems
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
GBS221 [CS] Business Statistics 3
ECN211 [SB] Macroeconomic Principles 3
ECN212 [SB] Microeconomic Principles 3

Quantitative Methods: 3

GBS220 Quantitative Methods in Business OR
*MAT217 Mathematical Analysis for Business OR
*MAT218 Mathematical Analysis for Business

*Students planning to attend ASU W.P. Carey will be required to take MAT217 or MAT218.

III. General Electives 0-6

Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits for the program. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas.

Maricopa courses and external courses evaluated as Maricopa equivalents or departmental electives (for example, HISELC, MATELC), that are numbered 100 level or higher, and completed with a grade of “C” or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet elective requirements with courses that are transferable and applicable to their intended university degree. For appropriate course selection, students should consult with an advisor.

ABus SR Total Credits: 62-63
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)


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 283
BPC Business-Personal Computers Any BPC course(s)
CFS Child/Family Studies 180
Associate in General Studies (AGS) Degree

CIS  Computer Information Systems Any CIS Course(s) (except 159, 162, 162AC, 169, 183AA, 217AM, 259, 262)
CSC  Computer Science Any CSC Course(s) (except 200, 200AA, 200AB, 210, 210AA, 210AB)
CTR  Court Reporting 101/102
DFT  Drafting Technology 105AA/251/254AA/256AA
ECH  Early Childhood Education 238
EEE  Electrical Engineering 120
ELE  Electronic 131/181/241/243/245/281
ELT  Electronic Technology 131/241/243
ENG  English 100AE
FON  Food & Nutrition 100
GBS  General Business 221
GPH  Physical Geography 220
HRM  Hotel Restaurant Management 126
JAS  Justice & Government Agencies Admin 225
JRN  Journalism 133
LAS  Paralegal Studies 229
MAT  Mathematics 206
MET  Manufacturing Technology 264
MTC  Music Theory/Composition 180/191
NET  Networking Technology 181
OAS  Office Automation Systems 111AA/111AB/113/119/130DK
PSY  Psychology 230
SBS  Small Business 211
SWU  Social Work 225
TVL  Travel Agent Technology 203
VPT  Video Production Technology 106

**General Education**

**Distribution Areas**  (28-29 Credits)

**Humanities, Arts and Design (9 credits)**

Students are encouraged to choose courses from more than one discipline.

AHU  Arabic Humanities 245
AIS  American Indian Studies 213
AJ  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

**Social-Behavioral Sciences (9 credits)**

Students are encouraged to choose courses from more than one discipline.

AFR  African American Studies 202
AIS  American Indian Studies 101/140/141/160
AJ  Administration of Justice Studies 101/119/200/225/258/259/270
AS  Anthropology 100/102/202/211/222/223/226/230/235/252
ASM  Anthropology 104/275
CFS  Child/Family Studies 112/157/159/176/205/235/259
COM  Communication 100/100AA&100AB&100AC/110/110AA&110AB&110AC/163/230/250/263
ECH  Early Childhood Education 176
ECN  Economics Any ECN Course(s)
EDU  Education 221/222
Associate in General Studies (AGS) Degree

Districtwide Programs

EED  Early Education 200/205/222
EMT  Emergency Medical Technology 258
ENG  English 213
FOR  Forensic Science 275
FSC  Fire Science Technology 258
FUS  Future Studies 101
GCU  Cultural Geography 102/121/122/141/221/227
HES  Health Science 100
HIS  History any HIS Course(s) (except 111, 170, 251, 252, 253, 254)
HON  Honors 201
IBS  International Business 109
MCO  Mass Communications 120
PAD  Public Administration 200
POS  Political Science Any POS course(s)
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, 256, 270)
SSH  Sustainability/Social Sciences and Humanities 111
SWU  Social Work 102/171/250/258/292
WED  Wellness Education 110
WST  Women's Studies 100/161
YAQ  Yaqi Indian History and Culture 100

Natural Sciences (7-8 credits)

Two lecture courses and one corresponding laboratory course are to be selected. The lecture and corresponding laboratory course(s) may carry separate credit. For appropriate course selection students should consult with an advisor.

AGS  Agricultural Science 164
ASB  Anthropology 231
ASM  Anthropology 104/265
AST  Astronomy 101&102/106&107/111/112/113/114

ENV  Environmental Sciences 101
FON  Food and Nutrition 241&241LL
FOR  Forensic Science 105/106
GLG  Geology Any GLG course(s)
GPH  Physical Geography 111/112&113/211/212&214/213&215
PHS  Physical Science 110/120
PHY  Physics 101/101AA/111/111AA/112/115/116/121/131
PSY  Psychology 275/290AB/290AC

Literacy and Critical Inquiry (3 credits)

AIS  American Indian Studies 213
BIO  Biology 294
COM  Communication 222/235/241
CPD  Counseling and Personal Development 160
CRE  Critical Reading 101
CUL  Culinary Arts 223
EDU  Education 282AC
ENG  English 111/200/215/216/217/218
ENH  English Humanities 254/255
EXS  Exercise Science 290
GBS  General Business 233
GPH  Physical Geography 267
HUM  Humanities 225/250/251
IFS  Information Studies 101
JRN  Journalism 201/215/234
MCO  Mass Communications 220
PHI  Philosophy 103/106/218
POS  Political Science 115
PSY  Psychology 290AB/290AC
REL  Religious Studies 203/205/207/210
THE  Theater 220
THP  Theater Performance/Production 241

Elective Courses (15-16 credits)

May select courses from prefixes already chosen for General Education Distribution requirements in order to develop depth in one or more subject areas.
Associate in Applied Science (AAS) Degree, General Education Requirements

Purpose of the Degree
The Maricopa County Community College District Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program presented in the college catalog. Students should consult this catalog to determine specific program requirements.

Academic Policies that Govern the AAS Degree:

- Requires 60 or more credits numbered 100 or above and includes credits or the equivalent in the General Education Core areas and credits in the Distribution areas. AAS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring.
- Requires grades as listed for specific areas such as the General Education Core where a minimum grade of "C" is required. See specific AAS occupational degree for specific program grade requirements.
- Follows the graduation policies within the general catalog.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Applied Science requirements.
- Requires at least 12 semester credit hours earned at the college awarding the AAS degree. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded.

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.

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.

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)**

**General Education Distribution Areas (9-10 credits)**

**Humanities, Arts and Design (2-3 credits)**
Students are encouraged to choose courses from more than one discipline.

AHU Arabic Humanities 245
AIS American Indian Studies 213
AJS Administration of Justice Studies 123
ARH Art Humanities Any ARH Course(s)
ASB Anthropology 211/214/220/222/223/253
CCS Chicana and Chicano Studies 101
CNS Construction 101
COM Communication 241
DAH Dance Humanities 100/201/250
EDU Education 291/292/294
ENG English 200/213/218
ENH English Humanities Any ENH Course(s) (except 250)
FRE French 265
HCR Health Care Related 210
HIS History 101/102/103/108/111/113/114/203/212/251/252/275
HUM Humanities Any HUM course(s) (except 120, 203, 207, 225)
INT Interior Design 115/120/225
LAT Latin 201/202
PHI Philosophy Any PHI Course(s)
REL Religious Studies Any REL Course(s)
SLC Studies in Language & Culture 201
SPA Spanish 241/242/265/266
SPH Spanish Humanities 241/245
SSH Sustainability/Social Sciences and Humanities 111
STO Storytelling 292/294
THE Theater 111/205/206/210/220
THF Theatre and Film 205/210
THP Theater/Performance/Production 241
WST Women's Studies 209/284/285/290

**Social-Behavioral Sciences (3 credits)**
Students are encouraged to choose courses from more than one discipline.

AFR African American Studies 202
AIS American Indian Studies 101/140/141/160
AJS Administration of Justice Studies 101/200/225/258/259/270
ASB Anthropology 100/102/202/211/222/223/226/230/235/252
ASM Anthropology 104/275
CFS Child/Family Studies 112/157/159/176/205/235/259
COM Communications 100/100AA & 100AB & 100AC/110/110AA & 110AB & 110AC/163/230/250/263
Associate in Applied Science (AAS) Degree,
General Education Requirements

ECH Early Childhood Education 176
ECN Economics Any ECN course(s)
EDU Education 221/222
EED Early Education 200/205/222
EMT Emergency Medical Technology 258
ENG English 213
FOR Forensic Science 275
FSC Fire Science 258
FUS Future Studies 101
GCU Cultural Geography 102/121/122/141/221/227
HES Health Science 100
HIS History Any HIS course(s) (except 111, 170, 251, 252, 253, 254)
HON Honors 201
IBS International Business 109
MCO Mass Communications 120
PAD Public Administration 200
POS Political Science Any POS course(s)
REC Recreation 120
SBU Society and Business 200
SLC Studies in Language & Culture 201
SOC Sociology Any SOC course(s) (except 143, 157, 215, 245, 253, 265, 270)
SSH Sustainability/Social Sciences and Humanities 111
SWU Social Work 102/171/250/258/292
WED Wellness Education 110
WST Women's Studies 100/161
YAQ Yaqui Indian History and Culture 100

Natural Sciences (4 credits)
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.

AGS Agricultural Science 164
ASB Anthropology (Soc/Behv. Science) 231
ASM Anthropology 104/265
AST Astronomy 101/102/106&107/111/112/113/114
ENV Environmental Sciences 101
FON Food and Nutrition 241&241LL
FOR Forensic Science 105/106
GLG Geology Any GLG course(s)
GPH Physical Geography 111/112&113/211/212&214/213&215
PHS Physical Science 110/120
PHY Physics 101/101AA/111/111AA/112/115/116/121/131
PSY Psychology 275/290AB/290AC
Academic Certificate

Purpose of the Academic Certificate (area of emphasis)
The Maricopa Community College District Academic Certificate (area of emphasis) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in an academic area. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of knowledge, it is not designed to prepare someone for employment in a specific occupation. The content for an Academic Certificate (area of emphasis) may be derived from a variety of disciplines or it can be discipline specific. The Academic Certificate does not require a general studies component even though requirements of the certificate may include courses that currently meet specific general studies designations such as Humanities, Arts and Design, Social-Behavioral Sciences, etc.

Academic Policies that Govern the Academic Certificate (area of emphasis):
- Generally ranges from 12-39 credit hours in courses numbered 100 or above, although there is no minimum number of credit hours required for an Academic Certificate.
- Requires a cumulative GPA of 2.0 or better for completion.
- Follows the graduation policies within the general catalog.
- Accepts one of the courses that is cross-referenced with other courses.
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Academic Certificate requirements.
- Does not presume block transfer value. Consequently, in most cases the Academic Certificate should not be a subset of an existing transfer degree.
- May have admission criteria established by the college if and when appropriate.
- Is for the most part college specific.
2.3.9 General Graduation Requirements

All students are required to complete the degree and/or certificate requirements as approved by the MCCCD Governing Board. The college reserves the right to make necessary course and program changes in order to meet current educational standards. In addition, students must:

1. Be credited in the Admissions and Records Office/Office of Student Enrollment with not fewer than:
   - 60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree and Associate in General Studies degree; 60 semester credit units for the Associate in Applied Science degree; 62 semester credits for the Associate in Business degrees. For specific certificate programs, be credited with not fewer than the minimum total of credit units required for the certificate program.
   - Students not continuously enrolled, as outlined in the Catalog Under Which a Student Graduates policy, must satisfy current graduation requirements.

2. Have earned a minimum of 12 semester credit units toward the degree or certificate at the district college granting the degree or certificate.
   - The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded. In cases where the certificate requires fewer than 12 credit units, a minimum of six credit units must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.
   - Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.

A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of “C” or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate.

3. Have filed an application for the degree or certificate with the Admissions and Records Office/Office of Student Enrollment Services on the date determined by the college/center. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

4. Have a minimum cumulative grade point average of 2.000 at the college granting the degree.

5. Have a minimum cumulative grade point average of 2.000 in all courses used to fulfill degree requirements.
   - Some specific programs have higher grade requirements. It is the student’s responsibility to be aware of these program requirements.

6. Have removed, thirty (30) days after the anticipated graduation date, all deficiencies on the record to use those courses toward program completion.

7. Have removed any indebtedness to any MCCCD college/center.

8. Have paid required degree or certificate application fee.

See fee schedule for charges.

Graduation with Honors

All courses used to fulfill graduation requirements, including courses from other accredited institutions, will be entered in the grade point average calculation for honors designations.

Students who have the following grade point averages will graduate with the following distinctions:

- 3.50 to 3.69 “with distinction”
- 3.70 to 3.89 “with high distinction”
- 3.90 to 4.0 “with highest distinction”
2.3.9 General Graduation Requirements

Certificates/Degrees
The Maricopa Community Colleges offer Certificates of Completion as well as Associate Degrees, one of which is conferred on each student who has completed a program of study. These certificates and degrees are as follows:
(1) Certificate of Completion (Career Program Specified);
(2) Academic Certificate;
(3) General Education Certificate;
(4) Associate in Arts;
(5) Associate in Science;
(6) Associate in Business;
(7) Associate in General Studies;
(8) Associate in Applied Science (Career Program Specified).

All candidates for a degree and/or certificate must complete the General Graduation Requirements as approved by the MCCCD Governing Board.

All students are urged to meet with a faculty advisor, program advisor or counselor as soon as possible to determine which program meets their needs and to plan their course of study.

Licensure Disclaimer
Maricopa Community Colleges courses and programs prepare students for entry into a variety of professions. Many of these professions require that a person hold an occupational license or certificate in order to work in a particular field. Typically, a person must meet certain legal requirements before obtaining such a license or certificate. These requirements are established by county, state or federal agencies, and often are based on a person’s character, or whether the person has been convicted of a criminal offense. It is possible for a student who has obtained a degree or certificate from a community college to be denied the right to work in a particular profession after completing the degree or certificate because of concerns over the student’s character or criminal background. Any student preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.
MCCCD General Education Statement

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students’ personal development by opening them to new directions, perspectives, and processes.

Through its general education requirements, the Maricopa County Community College District is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:

- Build self-awareness, self-respect, and self-confidence
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Access, evaluate, analyze, synthesize, and use information wisely
- Communicate effectively personally, socially, and professionally
- Think critically, make informed decisions, solve problems, and implement decisions
- Consider the ethical implications of their choices
- Value the learning process throughout their lives
- Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
- Develop a personal sense of aesthetics
- Use technological resources appropriately and productively
- Work cooperatively and respectfully with others to serve their communities

The general education experience at MCCCD is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills:

- Communication
- Arts and Humanities
- Numeracy
- Scientific Inquiry in the Natural and Social Sciences
- Information Literacy
- Problem-Solving and Critical Thinking
- Cultural Diversity

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.
Students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a single public community college or university in Arizona or transferring among public institutions in Arizona while pursuing their degrees.

1) A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

Example A:
Admitted & Earned Course Credit at a Public Community College or University Fall ’05 (Active)
Continued at a Public Community College Spring ’06, Fall ’06 (Active)
Transferred to a University Spring ’07 (2005 or Any Subsequent Catalog)

Example B:
Admitted & Earned Course Credit at a Public Community College or University Fall ’02 (Active)
Enrolled But Earned All Ws, Zs, or Fs Spring ’03 (Inactive)
Enrolled in Audit Courses Only Fall ’03 (Inactive)
Nonattendance Spring ’04 (Inactive)
Transferred to a University Fall ’04 (2004 or Any Subsequent Catalog)

2) Students who do not meet the minimum enrollment standard stipulated in No. 1 during three consecutive semesters (fall/spring) and the intervening summer term* at any public Arizona community college or university are no longer considered continuously enrolled, and must meet requirements of the public Arizona community college or university catalog in effect at the time they are readmitted or of any single catalog in effect during subsequent terms of continuous enrollment after readmission.

Example A:
Admitted & Earned Course Credit at a Public Community College or University Fall ’02 (Active)
Nonattendance Spring ’03, Fall ’03, Spring ’04 (Inactive)
Readmitted & Earned Course Credit at a Public Community College Fall ’04 (Active)
Transferred to a University Spring ’05 (2004 or Any Subsequent Catalog)

Example B:
Admitted & Earned Course Credit at a Public Community College or University Fall ’02 (Active)
Nonattendance Spring ’03 (Inactive)
Readmitted & Earned Course Credit at a Public Community College Fall ’03, Spring ’04 (Inactive)
Nonattendance Summer ’03 (Active)
Transferred to a University Fall ’04 (2002 or Any Subsequent Catalog)

* Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.
2.2.5 Catalog Under Which A Student Graduates

3) Students admitted or readmitted to a public Arizona community college or university during a summer term must follow the requirements of the catalog in effect the following fall semester or of any single catalog in effect during subsequent terms of continuous enrollment.

Example:
Admitted & Earned Course Credit at a Public Community College or University  Summer ’04 (Active)
Continued at a Public Community College  Fall ’04, Spring ’05 (Active)
Nonattendance  Fall ’05 (Inactive)
Readmitted & Earned Course Credit at a Public Community College  Spring ’06 (Active)
Transferred to a University  Summer ’06 (2004 or Any Subsequent Catalog)

4) Students transferring among Arizona public higher education institutions must meet the admission requirements, residency requirements, and all curricular and academic requirements of the degree-granting institution.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.

Note: Time Limit for Transfer Coursework
Students should be aware that the receiving institution may have age and credit limits on certain coursework to be used in transfer. Students should be knowledgeable about the policies on time limits for transfer coursework for the institution to which they plan to transfer.

2.3.10 Transcripts For Transfer
The transcript is issued upon written request only. Those students who want to transfer to other institutions of higher education, including other Maricopa Community Colleges, must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA.

Official transcripts will not be issued to students having outstanding debts to any of the Maricopa Community Colleges. The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. See the Tuition and Fee Schedule for charges for other official transcripts.
**Districtwide Occupational Programs**

**Description**
The Maricopa County Community College Occupational Program Matrix identifies all programs currently available for offering within the 10 community colleges and two skill centers of the district. The programs are grouped under broad occupational areas as requested by the colleges. For specific information regarding individual programs, contact the college(s) listed as participating institutions.

**AGRICULTURE, FOOD, AND NATURAL RESOURCES**

**COLLEGES**

**AREAS & PROGRAMS**

- **PC** Environmental and Natural Resource Conservation
- **PC** Environmental and Natural Resource Sustainability
- **SC** Equine Science
- **MC** Landscape Aide
- **MC** Landscape Specialist
- **MC** Urban Horticulture
- **MC** Veterinary Technology/Animal Health
- **RS** Workforce Development: Horticulture
- **RS** Workforce Development: Landscape Technology

**ARCHITECTURE AND CONSTRUCTION**

- **GW** Air Conditioning/Refrigeration/Facilities
- **MC** Architecture
- **MC** Architectural CADD Level III
- **MC** Architectural Detailing CADD Level III
- **SC** Architectural Technology
- **MC** Building Inspection
- **MC** Computer Aided Drafting
- **MC** Computer Aided Design and Drafting CADD Level I
- **MC** Commercial Drafting CADD Level II
- **MC** Construction
- **MC** Construction Drafting CADD Level III
- **PC** Management
- **GW** Construction Trades: Bricklaying and Tilesetting
- **GW** Construction Trades: Carpentry
- **GW** Construction Trades: Concrete Form Builder
- **GW** Construction Trades: Construction Management
- **GW** Construction Trades: Electricity
- **GW** Construction Trades: General Construction Worker
- **GW** Construction Trades: Heat and Frost Insulation
- **GW** Construction Trades: Heavy Equipment Operations
- **GW** Construction Trades: Ironworking
- **GW** Construction Trades: Millwrighting
- **GW** Construction Trades: Painting and Drywalling
- **GW** Construction Trades: Pipe Trades- Pipefitter-Refrigeration
- **GW** Construction Trades: Plastering and Cement Masonry
- **GW** Construction Trades: Plumbing
- **GW** Construction Trades: Pre-Apprenticeship
- **GW** Construction Trades: Sheet Metal
- **GW** Construction Trades: Steamfitting
- **GW** Construction Trades- Mechanical Trades: Heating, Ventilating and Air Conditioning
- **GW** Construction Trades- Mechanical Trades: Pipefitting
- **GW** Construction Trades- Mechanical Trades: Plumbing
- **GW** Construction Trades- Mechanical Trades: Sheet Metal
- **MC** Home Inspection
- **MC** Mechanical Drafting
- **MC** Plan Review
Districtwide Occupational Programs

EM Power Plant Technology
MC Pre-Contractor Licensing
MC Residential Drafting CADD Level II
MC Survey and Civil Drafting-CADD Level II
RS Workforce Development: Carpentry Level I
RS Workforce Development: Carpentry Level II
RS Workforce Development: Furniture Construction/ Refinishing Level I
RS Workforce Development: Furniture Construction/ Refinishing Level II

ART, A/V TECHNOLOGY, AND COMMUNICATION

GC, RS Adolescent Development
GC, RS Adult Development and Aging
MC Alteration Specialist
PC Apparel Construction
GC, MC, PC Audio Production Technologies
PV, SC
MC Beginning Piano Pedagogy
PC Computer Graphic Design
MC Costume Design and Production
PC Costuming
SC Dance Technology
GC Digital Media Arts
MC, SC Disc Jockey Techniques
GC, RS Family Life Education
PC Fashion Design
PC Fashion Design Level I
PC Fashion Design Level II
PC Fashion Illustration
PC Fashion Merchandising
MC Fashion Merchandising & Design
SC Graphic Design: Visual Communication
MC Image Consultant
MC, PC, SC Interior Design
MC Interior Design: Advanced
EM, MC, PC Interior Merchandising
MC Intermediate Piano Pedagogy
GC, MC, PC Journalism and New Media Studies
PV, SC
CG, MC, PC, PV, SC, SM
GC, RS Parent Education
PC Pattern Design Level I
PC Pattern Design Level II
GC, PC Photography
MC Textile and Apparel: Fashion Computer-Assisted Design (CAD) Technician
MC Textile and Apparel: Fashion Illustration Specialist
MC Textile and Apparel: Industrial Sewing Technician
MC Textile and Apparel: Product Development
RS Workforce Development: Graphic Arts Level I
RS Workforce Development: Graphic Arts Level II

BUSINESS, MANAGEMENT, AND ADMINISTRATION

CG, EM, GC, GW, PC, RS, SM
CG, EM, GC, GW, PC, RS, SM

PV Accounting - Specialized Paraprofessional
GC Accounting Paraprofessional
PV Administrative Professional
MC, PC Administrative Professional
GW Administrative Technology
RS Automobile Insurance: Customer Service
RS Automobile Insurance Claims: Customer Service
RS Automobile Policy: Customer Service

273
## Districtwide Occupational Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Bookkeeping</td>
<td></td>
</tr>
<tr>
<td>RS Broadband Telecommunications</td>
<td></td>
</tr>
<tr>
<td>RS Broadband Telecommunications: Account Services</td>
<td></td>
</tr>
<tr>
<td>RS Broadband Telecommunications: Field Operations</td>
<td></td>
</tr>
<tr>
<td>RS Broadband Telecommunications: Technical Support Services</td>
<td></td>
</tr>
<tr>
<td>MC, SC Business</td>
<td></td>
</tr>
<tr>
<td>SC Business (Fastrack)</td>
<td></td>
</tr>
<tr>
<td>SM Business Management</td>
<td></td>
</tr>
<tr>
<td>GC Business Office Assistant</td>
<td></td>
</tr>
<tr>
<td>GW Business Technology Specialist</td>
<td></td>
</tr>
<tr>
<td>PC Computer Applications</td>
<td></td>
</tr>
<tr>
<td>GW Court Reporting: Judicial</td>
<td></td>
</tr>
<tr>
<td>RS Credit Counseling: Customer Service</td>
<td></td>
</tr>
<tr>
<td>EM Customer Service Management</td>
<td></td>
</tr>
<tr>
<td>GW, MC, PV, Entrepreneurial Studies Level I</td>
<td></td>
</tr>
<tr>
<td>RS, SM</td>
<td></td>
</tr>
<tr>
<td>GW, MC, PV, Entrepreneurial Studies Level II</td>
<td></td>
</tr>
<tr>
<td>RS, SM</td>
<td></td>
</tr>
<tr>
<td>CG, GC, MC, General Business</td>
<td></td>
</tr>
<tr>
<td>PC, RS, SC, SM</td>
<td></td>
</tr>
<tr>
<td>PV General Business Specialized</td>
<td></td>
</tr>
<tr>
<td>PC Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>RS Human Services - Assistance: Public Assistance Eligibility</td>
<td></td>
</tr>
<tr>
<td>RS Human Services-Specialist: Customer Service</td>
<td></td>
</tr>
<tr>
<td>RS Human Services-Unemployment Insurance: Customer Service</td>
<td></td>
</tr>
<tr>
<td>GW Management of Clinical Information Technology: Health Information Technology Technical Support</td>
<td></td>
</tr>
<tr>
<td>GW Management of Clinical Information Technology: Health Information Technology Training</td>
<td></td>
</tr>
<tr>
<td>GW Management of Clinical Information Technology: Implementation Management</td>
<td></td>
</tr>
<tr>
<td>GW Management of Clinical Information Technology: Practice Workflow and Information Management Redesign</td>
<td></td>
</tr>
<tr>
<td>PV Microcomputer Accounting</td>
<td></td>
</tr>
<tr>
<td>GC, PV Middle Management</td>
<td></td>
</tr>
<tr>
<td>RS Military Leadership</td>
<td></td>
</tr>
<tr>
<td>RS Motor Vehicle: Customer Service</td>
<td></td>
</tr>
<tr>
<td>GW Office Technology</td>
<td></td>
</tr>
<tr>
<td>CG, EM, GC, GW, Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>MC, PV, RS</td>
<td></td>
</tr>
<tr>
<td>CG, EM, GC, Organizational Management</td>
<td></td>
</tr>
<tr>
<td>GW, MC, RS</td>
<td></td>
</tr>
<tr>
<td>PC Paralegal Studies</td>
<td></td>
</tr>
<tr>
<td>SM Pharmacy: Customer Service</td>
<td></td>
</tr>
<tr>
<td>MC Project Management</td>
<td></td>
</tr>
<tr>
<td>MC Public Relations</td>
<td></td>
</tr>
<tr>
<td>RS Quality Customer Service</td>
<td></td>
</tr>
<tr>
<td>GW Realtime Reporting Scoping</td>
<td></td>
</tr>
<tr>
<td>GC, GW, MC Retail Management</td>
<td></td>
</tr>
<tr>
<td>PC, PV, RS, SM</td>
<td></td>
</tr>
<tr>
<td>RS Retail Pharmacy: Customer Service</td>
<td></td>
</tr>
<tr>
<td>MC Retail Sales Manager</td>
<td></td>
</tr>
<tr>
<td>MC Small Business</td>
<td></td>
</tr>
<tr>
<td>GC, GW, SM Small Business Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>EM, GW Small Business Management</td>
<td></td>
</tr>
<tr>
<td>CG, GC, MC, Small Business Start-Up</td>
<td></td>
</tr>
<tr>
<td>PC, PV, RS, SM</td>
<td></td>
</tr>
<tr>
<td>CG, GW, MC Social Media Marketing</td>
<td></td>
</tr>
<tr>
<td>PC, SC, SM</td>
<td></td>
</tr>
</tbody>
</table>
Districtwide Occupational Programs

GC, PC, PV, SC  Sports Management
  GC  Supervision
  SM  Supervision and Management I
  SM  Supervision and Management II
  MC  Technology Support Analyst
  RS  Utilities: Customer Service
  RS  Water Services: Customer Service

EDUCATION AND TRAINING
  RS  Adult Learning and Development
  RS  Adult Learning and Coaching Development
  GC, RS  Child and Family Organizations Management and Administration
  GC, PV, EM, SM  Child Development Associate (CDA) Preparation
  PC  Curriculum for Young Children
  MC  Early Care Specialist
  GC, MC, RS  Early Childhood Administration and Management
  PC  Early Childhood Classroom Management
  EM, GC, PV  Early Childhood Education
  PC  Early Childhood Education and Administration: Birth through Age Five
  CG, MC, RS, EM  Early Learning and Development
  RS, SM  Family Child Care Management
  RS  Family Engagement Specialist
  EM  Foundations of Student Services
  EM  Gifted Education
  RS, SM  Infant and Toddler Development
  MC, SM  Instructional Assistance
  MC  Reading Specialist
  EM, GW  Teacher Assisting
  RS  Workforce Development and Community Re-Entry

ENVIRONMENTAL TECHNOLOGY
  RS  Energy Systems Technology
  GW  Environmental Science Technology
  MC  Geospatial Technologies
  GW  Occupational Safety and Health Technology
  PV  Safety, Health and Environmental Studies
  GW  Wastewater Treatment
  GW  Water Resources Technologies
  GW  Water Resources Technologies: Hydrologic Studies
  GW  Water Treatment

FINANCE
  RS  Bank Account Management: Customer Service
  PC  Banking and Finance
  MC  Certified Residential Appraiser
  MC  Licensed Real Estate Appraiser
  MC  Real Estate
  MC, SM  Real Estate: Prelicense
  MC  Residential Appraisal Trainee

GOVERNMENT AND PUBLIC ADMINISTRATION
  RS  Public Administration
  RS  Public Administration: Legal Services
  SC  Tribal Development

HEALTH SCIENCE
  GC, SM  Advanced Behavioral Health Sciences
  PC, PV  Advanced Emergency Medical Technology (Paramedic)
  GC, SM  Basic Behavioral Health
  RS  Clinical Dental Assisting
  GW  Clinical Research Associate
  RS  Community Dental Health Coordination
Districtwide Occupational Programs

PC Community Emergency Response Team (CERT): Level I
GW Computed Tomography
PC Dental Assisting
RS Dental Assisting Technology
MC, PC, RS Dental Hygiene
RS Dental Office Management
GC Developmental Disabilities Specialist
GW Diagnostic Medical Sonography
GW Electroneurodiagnostic (END) Technology
PC Emergency Communications and Deployment
GW Fast Track Practical Nursing
GW Healthcare Regulatory Compliance
PC Health Information: Long Term Care Settings
PC Health Information Technology
GW Health Services Management
GW Health Unit Coordinating/Patient Care Associate
PC Histologic Technology
GW Hospital Central Service Technology
PC Laboratory Assisting
GW Magnetic Resonance Imaging
PC Medical Assisting
PC Medical Billing and Coding: Physician-Based
PC Medical Coding: Hospital-Based
PC Medical Front Office
PC Medical Laboratory Sciences
GW Medical Radiography
GW Medical Transcription
CG, EM, GC, Nursing
GW, MC, PC, PV, SC
CG, EM, GW, Nurse Assisting
MC, PV, SC
GW, MC Nursing Refresher
PC, SM Phlebotomy
GW Physical Therapist Assisting
GW Polysomnographic Technology
CG, EM, GC, GW Practical Nursing
MC, PC, PV, SC
GW Radiation Therapy
SM Recovery Support
GW Respiratory Care
EM Speech Language Pathology Assistant
GW Surgical Technology
GW Surgical Technology for the Operating Room Nurse

HOSPITALITY AND TOURISM
RS Airline Operations
RS Airline Operations: Ground Operations
RS Airline Operations: Initial Flight Attendant
RS Airline Operations: Passenger Services
RS Airline Operations: Reservations
RS Airline Operations: Reservations and Ticketing Services
EM, PC Baking and Pastry
EM Basic Culinary Studies
SC Commercial Bakery and Pastry Arts
PC Commercial Food Preparation
SC Culinary Arts
SC Culinary Arts Foundations
EM, PC Culinary Studies
SC, SM Culinary Fundamentals
CG, PV Dietetic Technology
PC Food Service Administration
SC Hospitality and Tourism/Golf Management
SC Hospitality and Tourism/Hotel Management
SC Hospitality and Tourism/Restaurant Management
Districtwide Occupational Programs

SC  Hospitality and Tourism/Spa and Wellness Center Management
SC  Hospitality and Tourism/Tourism Development and Management
EM  Hospitality/Hotel Management
MC, RS  Sustainable Food Systems

HUMAN SERVICES
RS  Addictions and Substance Use Disorders
RS  Addictions and Substance Use Disorders Level I
RS  Addictions and Substance Use Disorders Level II
PC  Adolescent Studies
PC  Deaf Studies
CG, GC, MC  Exercise Science and Personal Training
PV, SC  Training
PC  Family Development
PC  Family Support
MC  Group Fitness Instructor
PC  Interpreter Preparation
MC  Mortuary Science
GC, MC, SC  Nutrition for Fitness and Wellness
GC, MC  Personal Trainer
CG, EM, GC  Personal Training Specialist
MC, PV, SC  Professional Addictions Counseling
MC, SC  Recreation Management
PV  Teaching, Healing, Meditation for Stress Management
CG, PC  Therapeutic Massage
SC  Yoga Instruction
SC  Yoga Therapy

INFORMATION TECHNOLOGY
MC, SM  Adobe Creative Suite in Business: Master Suite Applications Specialist
GC, MC, PV  Adobe Creative Suite in Business: Print and Web Applications Specialist
GC, MC, SM  Adobe Creative Suite in Business: Production Applications Specialist
GC, MC, SM, PV  Adobe Foundations
RS  Advanced Computer Usage and Applications
MC  Advanced Web Designer
MC  Applications in Geospatial Technologies
GC  Business Office Computer Applications
PC  Comic and Sequential Art
SM  Computer and Information Technologies
MC  Computer Applications: Microsoft Office Specialist/Advanced
MC  Computer Applications: Microsoft Office Specialist/Basic
CG  Computer Applications: Office Specialist/Core Level
CG  Computer Applications: Office Specialist/Expert Level
EM  Computer Applications Technology
CG  Computer Business Applications
CG, EM  Computer Hardware and Desktop Support
SC  Computer Hardware and Network Support
GC, GW, PC, PV  Computer Information Systems
SC  Computer Information Systems Technologies
PV  Computer Information Technology
PV  Computer Networking Technology
MC  Computer Programming
PV  Computer Systems Maintenance
RS  Computer Technology
RS  Computer Usage and Applications
SC  Database Development
EM  Desktop Publishing
MC  Digital Arts
MC  Digital Arts: Digital Illustration
MC  Digital Arts: Digital Photography
Districtwide Occupational Programs

MC Digital Arts: Graphic Design
MC Digital Arts: Web Design
GC Digital Cinema Arts
RS Digital Design
PC Digital Photography
SC Editing
RS eLearning Design Specialist
GC, MC Game Technology
RS Hardware and Networking Basics
GC, PV Healthcare Technology Systems
GC Information Security
GC Information Security Technology
CG Information Technology
SM Information Technology: Android/iOS Programming
MC, SM Information Technology: Cisco Networking
SM Information Technology: Computer Applications Specialist
SM Information Technology: Microsoft Programming
SM Information Technology: Network Security
SM Information Technology: Network Server
SM Information Technology: Programming and Mobile Development
EM, SM Information Technology: Web and Graphic Design
SM Information Technology Support
EM IT and Power Systems Security
CG, EM, GC, Linux Associate
MC
EM, GC, MC, Linux Networking Administration
CG, EM, GC, Linux Professional
GW, MC, PC,
PV, SC, SM
CG, PC Media Arts: Computer Art/Illustration
PC Media Arts: Digital Animation
CG, PC Media Arts: Digital Imaging
PC Media Arts: Web Design
EM, GC, GW Microsoft Certified Information Technology Professional (MCITP) Administrator
EM, GC, PV Microsoft Desktop Support Technology
EM, GC, GW, PV Microsoft Networking Technology
EM, GC Microsoft Server Administration
EM, GC, GW, PV Microsoft Technical Specialist
EM, RS, SM Mobile Apps Programming
SC Motion Picture/Television Production
MC Multimedia and Business Technology
MC Multimedia Technology
SC Network Administration
CG, EM, GC, Networking Administration: Cisco
GW, MC, SM Cisco
CG, MC, SM Network Administration: CISCO Network Professional
CG, GW, MC Network Administration: Microsoft Windows Server
RS Networking: Design and System Support
MC Networking System Administration
CG, EM, GC, Networking Technology: Cisco
GW
CG Oracle Database Operations
SC Production Film
SC Production Television
EM, RS, SM Programming
CG, EM, GC, Programming and System
MC, PC, PV, Analysis
SC, SM
SC Screenwriting
SC Software Development
PC, SC Technical Theatre
CG, EM, GC, Web Design
PC, PV, SM
SC Web Design Technologies
RS Web Design: User Interface
MC Web Designer
EM, GC, MC Web Developer
PC, PV
SC Web Development
MC Web Server Administrator
## Districtwide Occupational Programs

### Manufacturing
- MC Automation Technology
- MC Automation Technology Level I
- MC Automation Technology Level II
- MC Automation Technology Level III
- GC CAD Application
- GC CAD Fundamental
- GC CAD Technology
- MC CAD/CAM/CNC I
- MC CAD/CAM/CNC II
- MC CAD/CAM/CNC III
- GC Computer and Networking Technology
- GW Electrical Technology
- CG Electric Utility Design Technology
- CG Electric Utility Technology
- MC Electro/Mechanical Drafting
- MC Electromechanical Automation Technology
- MC Electromechanical Manufacturing Technology
- MC Electronics Engineering Technology
- MC Electronics Technology
- GW Industrial Design Technology
- GW Industrial Design Technology: Design Specialist: SolidWorks
- MC Machining I
- MC Machining II
- MC Manufacturing Engineering Technology
- MC Manufacturing Management
- MC Manufacturing Welding
- CG Meter Technology
- MC Micro Circuit Mask Design
- GC Network Maintenance
- GW Production Technology
- GW Production Technology: CNC Technology
- GW Production Technology: Quality Assurance
- MC Welding
- RS Workforce Development: Electrical Level I
- RS Workforce Development: Electrical Level II

### Marketing, Sales, and Service
- GC, PC, PV, SC Marketing
- MC Salesmanship

### Law, Public Safety, Corrections, and Security
- EM, GC, PC, PV, RS Administration of Justice Studies
- PC Administration of Justice-Comprehensive
- PC Administration of Justice-Fundamentals
- CG, GW, MC, SC Administration of Justice
- RS Advanced Corrections
- RS Basic Corrections
- CG Correctional Studies
- RS Corrections
- PC, SC Crime and Accident Scene Photography
- PC, SC Crime Scene Investigation
- PC, SC Crime Scene Technology
- RS Detention Services
- PC Domestic Preparedness and Homeland Security
- CG, EM, GC, PC, PV Driver Operator
- PC Evidence Technology
- EM Evidence Technology
- CG, GC, MC, PC, PV, SC Emergency Medical Technology
- CG, EM, GC, MC, PC, PV, SC Emergency Response and Operations
- SC Fire Academy
- CG, EM, GC, MC, PC, PV Fire Investigation
- CG, EM, GC, MC, PC, PV Fire Officer Leadership
- EM, MC, PV Fire Science
- CG, EM, GC, MC, PC, PV Firefighter Operations
- PC, SC Fingerprint Classification and Identification
Districtwide Programs

MC Forensic Investigation
CG Forensic Science
SC Forensic Science: Crime Lab
PC Forensic Technology
MC Global Citizenship
PC Hazardous Materials Response
CG, GW Homeland Security
MC Judicial Studies
CG, SC Justice Studies
RS Juvenile Corrections
SC Law Enforcement
GC Law Enforcement Investigator
RS Law Enforcement Technology
RS Law Enforcement Technology Academy
CG, GC Law Enforcement Training Academy
MC Legal Studies
RS Paralegal
CG, GC, MC, Paramedicine
PC, PV
SC Police Academy Preparation Level I
MC, SC Police Science
RS Public Safety Technology
SC Tribal Court Advocacy
MC Victimology

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

CG Aircraft Maintenance Technology
CG Aircraft Maintenance Technology (Part 147)
CG Airframe Maintenance (Part 147)
CG Airway Science Technology, Flight Emphasis
GW Biomedical Research Technology
MC Biotechnology
GC Biotechnology and Molecular Biosciences
CG Certified Flight Instructor Instrument Airplane Rating
CG, EM, GC, SM Engineering Technology
CG Flight Technology
RS Nanotechnology
CG Powerplant Maintenance (Part 147)

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Automotive Technology
GW Air Conditioning and Electrical Accessories
GC Automotive Chassis
GW Automotive Drive Trains
MC Automotive Electrical Systems
GC Automotive Engines and Drive Trains
GC Automotive Engine Performance Diagnosis & Air Conditioning
MC Automotive Performance Technology
GW Automotive Suspension, Steering and Brakes
GC, GW Automotive Technology
MC Brakes, Alignment, Suspension and Steering
GW, MC Engine Performance and Diagnosis
RS Workforce Development: Automotive Technology Level I
RS Workforce Development: Automotive Technology Level II

College Acronyms/Name:
CG: Chandler-Gilbert Community College
EM: Estrella Mountain Community College
GC: Glendale Community College
GW: GateWay Community College
MC: Mesa Community College
PC: Phoenix College
PV: Paradise Valley Community College
RS: Rio Salado College
SC: Scottsdale Community College
SM: South Mountain Community College
The Maricopa County Community College District is dedicated to providing access to higher education in a healthy, comfortable and educationally productive environment. Every student, employee and visitor is to abide by the policies, rules and regulations of the District while on the premises of any Maricopa Community College campus, center, facility or other affiliated location. The District does not tolerate discrimination or harassment against any person because of race, color, religion, gender, sexual orientation, national origin, age, disability, or veteran status.

www.maricopa.edu
Policies & Procedures

- Administrative Regulations
- Affirmative Action Statements
- Declaraciones De Acción Afirmativa
- Governing Values (Board Policy)
- General Regulation
- Admission Policy
- Admission Information
- Other Admission Information
- Credit for Prior Learning
- Academic Advising and New Student Orientation
- Student Assessment and Course Placement
- Registration
- Tuition and Fees Policy
- Refund Policy
- Student Financial Assistance
- Treatment of Title IV Aid When a Student Withdraws
- Vaccinations
- Veterans Services
- Academic Load
- Attendance
- Grading
- Important Deadlines for Students
- Academic Probation (Progress)
- Instructional Grievance Process
- Non-Instructional Complaint Resolution Process
- Withdrawal
- Academic Renewal
- Honors Program
- Sexual Harassment Policy for Employees and Students
- Discrimination Complaint Procedures for Students
- Emissions Control Compliance
- Petition Signature Solicitation
- Use of Campus Grounds by Non-MCCCD-Affiliated Users
- Children on Campus
- Crime Awareness and Campus Security Act
- Workplace Violence Prevention
- Student Right to Know
- Copyright Act Compliance
- Taping of Faculty Lectures
- Technology Resource Standards
- Hazing Prevention Regulation
- Abuse-Free Environment
- Smoke-Free/Tobacco-Free Environment
- Students with Disabilities Eligibility for Accommodations & Required Disability Documentation
- Eligibility of Students Taking Reduced Course Loads
- Academic Misconduct
- Disciplinary Standards
- Student Conduct Code
- Student Records
- FERPA Appeal Process
- Student Employment
- Student Governance
- Consensual Relationships
- Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary
The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced by number, which corresponds with the regulations on the MCCCD website:

https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as “ARS” followed by a reference number.

2.4.1 General Statement

The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)

It is the policy of the Maricopa District (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, Glendale Community College, Maricopa Skill Center, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, and South Mountain Community College) to:

Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

All HR employment selection and decision practices pertaining to advertising, benefits, compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will continue to be administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin status, citizenship status (including document abuse), age, disability, veteran status or genetic information.

Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)

It is the policy of Maricopa to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual’s race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers. Students who enroll will be supported in the development of these skills by classes in English as a second language and other resources. Translation services and bilingual instruction can also be provided: contact college designee for more information.
Affirmative Action Statements

Affirmative Action Policy Statement for Individuals with Disabilities

In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing regulations, 41 CFR 60-741.5 (a), as amended, Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of physical or mental disability in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because he or she is a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without discrimination based upon their disabled or veteran status in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, Maricopa agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days’ duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act/Title IX Coordinator

Associate Dean of Student Enrollment Services, ADA/504/Title IX Coordinator, 2323 West 14th Street, Tempe, Arizona, 85281, 480-517-8540, ruby.miller@riosalado.edu.

Under the ADA and Section 504, Maricopa recognizes the obligation to provide overall program accessibility throughout its locations for disabled individuals. The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.

Students with disabilities may request catalog information in an alternative format from the college ADA/504 Coordinator.
Declaraciones De Acción Afirmativa

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 cuáles 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.

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 la raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genética.

Declaración de Acción Afirmativa

Mandato y Declaración de Acción Afirmativa para Individuos con Incapacidades De acuerdo a las provisiones en la Sección 503 de la Ley de Rehabilitación de 1973, como enmienda, y las leyes de implementación, 41 CFR 60-741.5 (a), declara que el Distrito de Colegios Comunitarios de Maricopa no descriminarán o tolerarán descriminación en contra ningún aplicante o empleado debido a su desabilidad/incapacitación física o mental referente a cualquier posición para la cuál el aplicante o empleado ha calificado. Maricopa promete tomar acción afirmativa para emplear, dar ascenso en empleo y tratar a dichos individuos con incapacidades sin hacer incapie en sus incapacidades físicas o mentales en la selección de recursos humanos y prácticas decisivas como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo periodo de prueba, suspensión, y/o terminación de empleo por causa de paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo éstas prácticas de no descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, 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, interfierencia o descriminación por quejas o por ayudar en una investigación cubierta bajo éste Acto.
Declaraciones De Acción Afirmativa

Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita

Conforme a la ley de Reajuste y Asistencia para los Veteranos de la Era Vietnamita de 1974, acta de Oportunidades de Empleo para Veteranos de 1998 y reglamentos de implementación, 41 CFR 60-250(k), el Distrito de Colegios Comunitarios del Condado de Maricopa no descriminará ni tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante veterano o veterana de la Era Vietnamita con desabilidad/incapacitación especial referente a cualquier posición la cual dicho aplicante o empleado califique. Maricopa promete aplicar acción afirmativa para emplear, ascender en empleo y tratar a dichos veteranos incapacitados y de la Era Vietnamita que califiquen sin descriminar base a su desabilidad/incapacitación o condición de veterano en todas las áreas de recursos humanos y decisiones como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo 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 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 genésica. Maricopa promete anunciar todas las oportunidades de empleo disponibles en la oficina local del servicio de empleo del Estado donde el empleo esté disponible. Esto incluye empleo de tiempo completo, temporal de más de tres días de duración y empleo de tiempo medio. Finalmente, todos los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta sobre este Acto.

Notificación del Acta de Americanos con Impedimentos (ADA)/Sección 504 del Acta de Rehabilitación/Coordinador del Título IX

Associate Dean of Student Enrollment Services, ADA/504/Coordinador del Título IX, 2323 West 14th Street, Tempe, Arizona, 85281, 480-517-8540, ruby.miller@riosalado.edu.

De acuerdo a ADA y a la sección 504, el distrito y sus colegios reconocen la obligación de proveer acceso a programas en todas sus localidades a personas incapacitadas. El coordinador designado de ADA/504/Título IX proveerá información tocante a la existencia y localidad de servicios, actividades y facilidades que son accesibles y de utilidad a personas incapacitadas. Solicitudes para acomodación deben ser dirigidas al coordinador. Del mismo modo, bajo el Título IX, hay obligación de proveer acceso a servicios y programas de una manera imparcial 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.
**Governance Values (Board Policy 4.1)**

**Governing Board**
Tracy Livingston, President
Johanna Haver, Secretary
Doyle W. Burke, Member
Alfredo Gutierrez, Member
John Heep, Member
Jean McGrath, Member
Dana G. Saar, Member

**Chancellor**
Rufus Glasper, Ph.D., C.P.A.

**Our Vision:**

**A Community of Colleges ... Colleges for the Community**

... working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

**Our Mission:**

The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

---

**Our Institutional Values:**

The Maricopa Community Colleges are committed to:

**Community**

We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

**Excellence**

We value excellence and encourage our internal and external communities to strive for their academic, professional, and personal best.

**Honesty and Integrity**

We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility, and fairness.

**Inclusiveness**

We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.

**Innovation**

We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.

**Learning**

We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.

**Responsibility**

We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.

**Stewardship**

We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.
2.1 General Regulation

1. General Statement

Compliance with Policies, Rules and Regulations

Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

The Maricopa Community Colleges reserve the right to change, without notice, any materials, information, curriculum, requirements and regulations.

Note: The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly.

The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. Outcomes Assessment

The mission of the Maricopa Community Colleges is “to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve.” In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

2.2.1 Admission Policy

Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.
2.2.1 Admission Policy

Admission Classifications

1. Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.

B. Has a high school certificate of equivalency.

C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.

D. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age

A. Admission to the community colleges in Arizona shall be granted to any student who is under age 18 and who completes course prerequisites and meets any one of the following requirements:

i. A composite score of 93 or more on the Preliminary Scholastic Aptitude Test (PSAT).

ii. A composite score of 930 or more on the Scholastic Aptitude Test (SAT).

iii. A composite score of twenty-two or more on the American College Test (ACT).

iv. A passing score on the relevant portions of the Arizona Instrument to Measure Standards test (AIMS).

v. The completion of a college placement test designated by the community college district that indicates the student is at the appropriate college level for the course.

vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.

C. Home schooled students are exempt from this sub-section.

D. A student shall not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials or lack of concurrent enrollment in a public or private school, if the student has achieved at least a specified score on a college entrance examination.

3. Specialized Vocational/Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student’s admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming), and the Commonwealth of the Northern Marianas Islands (CNIMI) and who meet the eligibility requirements, pay 150 percent of the regular resident tuition plus fees. Students must mark prominently on the Student Information Form that they seek admission as WUE students. Students may not apply as out-of-state students and expect to receive the WUE tuition rate after admitted. Once admitted as WUE students, students may not petition for in-state residency. Further information may be obtained from the Admissions and Records Office/Office of Student Enrollment Services.
2.2.1 Admission Policy

5. Admission of F-1 Nonimmigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s). When completed, the form(s) should be returned to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 nonimmigrant status must provide proof of secondary school completion with documentation comparable to a United States high school diploma or higher degree. It is recommended that F-1 nonimmigrant students have graduated in the upper 50% of their secondary school (high school or equivalent) in order to ensure success in academic classes at this college. Applicants for admission to the college must have high school and college (if applicable) transcripts sent directly from the high school or college to the Admissions and Records Office/Office of Student Enrollment Services or designated office. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.

A. Admission to Academic Programs

Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. If the Test of English as a Foreign Language (TOEFL) is used to satisfy this requirement, the applicant must attain a score of at least 500 (on the paper-based TOEFL) or 61 (on the internet-based TOEFL, known as the iBT). If the International Language Testing System (IELTS) is used to satisfy this requirement, an IELTS overall Band Score of 5.5 or better is required, and a minimum IELTS individual Band Score of 5.0 on each module is recommended. The dean or director of Admissions and Records Office/Office of Student Enrollment Services of the college may accept other proof of English language proficiency for admission purposes, such as the ASSET, ACCUPLACER, COMPASS or CELSA tests.

B. Admission to an Intensive English Program

Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:

i. At least six years of English language instruction as shown by the applicant's school transcript(s);

ii. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 23 (on the internet-based test);

iii. An original letter of recommendation from a teacher, school principal or headmaster/headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;

iv. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.

v. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.
2.2.1 Admission Policy

C. Financial Support

Evidence of financial support will be required prior to issuance of the I-20 form. The colleges have no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student’s average expenses for 10 months to be:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$7,890</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>10,140</td>
</tr>
<tr>
<td>Books</td>
<td>1,100</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>1,100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20,230</strong></td>
</tr>
</tbody>
</table>

Footnotes:
(1) Based on 2014-2015 tuition and fee schedule.
(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and Rental Rates. Assumes books are sold at the end of the semester.
(4) Based on the 2014-2015 insurance premiums for the mandatory Maricopa Community Colleges’ International Student Health Plan.
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

D. Dependent Financial Guarantee

Evidence of financial support for dependents of F-1 and M-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance

All F-1 and M-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges’ international student health insurance plan. Health insurance coverage for dependents of F-1 and M-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 and M-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

Footnotes:
(1) Based on 2014-2015 tuition and fee schedule.
(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and Rental Rates. Assumes books are sold at the end of the semester.
(4) Based on the 2014-2015 insurance premiums for the mandatory Maricopa Community Colleges’ International Student Health Plan.
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

2.2.2 Admission Information

Students must file a Student Information Form with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. Student Status

A. Freshman - A student who has completed fewer than 30 credit hours 100-level courses and above.
B. Sophomore - A student who has completed 30 credit hours or more in 100-level courses and above.
C. Unclassified - A student who has an associate degree or higher.

2. Student Identification Number

Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.
3. Residency for Tuition Purposes (see also Appendix S-1)

All students are classified for tuition purposes under one of the following residency classifications:

A. Maricopa County resident
B. Out-of-County resident
C. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

A. Implementation

i. Domicile status must be established before the student registers and pays fees. It is the student’s responsibility to register under the correct domicile status.

ii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.

iii. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten days of receipt of notification of classification as a non-resident. Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period. The decision of the review committee shall be final.

B. Definitions

i. “Armed Forces of the United States” means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceangoetric 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. Applicants for in-state tuition status and other public benefits must demonstrate lawful presence in the United States by presenting one of the documents listed in this regulation, under the section “Demonstrating Lawful Presence.”

2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as an in-state student if the person meets one of the following requirements:

   a. The person’s parent’s domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.

   b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.

   c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person’s family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.

   d. The person’s spouse has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person’s spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.

3. The domicile of an unemancipated person is that of such person’s parent.

4. An unemancipated person who remains in this state when such person’s parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.
5. A person who is a member of the Armed Forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.

6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person's state of home record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.

7. Immediate classification as an in-state student shall be granted to a veteran who meets the provisions of Arizona Statute HB 2091, paragraph G. which reads:

G. A person holding an honorable discharge from the uniformed services of the United States from either active duty or reserve or National Guard status, or who has retired from active duty or reserve or National Guard status, shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this section, includes at least one of the following:

1. Registration to vote in this state.
2. An Arizona driver license.
3. Arizona motor vehicle registration.
4. Employment history in Arizona.
5. Transfer of major banking services to Arizona.
6. Change of permanent address on all pertinent records.
7. Other materials of whatever kind or source relevant to domicile or residency status.

8. A veteran using chapter 30 or 33 benefits who does not otherwise qualify under item 7 above (paragraph G of PL 2091), or a veteran's dependent or spouse who is using transferred Post-9/11 GI Bill (chapter 33) benefits or the Marine Gunnery Sergeant John David Fry scholarship, may be eligible for immediate classification as an in-state student if he/she meets the provisions of Arizona statute HB 2091, paragraph H:

H. A person who, while using educational assistance under 38 United States code chapter 30 or chapter 33, enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under the jurisdiction of a community college district governing board within three years after the veteran's discharge from active duty service of ninety or more days or within three years after the service member's death in the line of duty following a period of active duty service of ninety or more days or who remains continuously enrolled beyond the three year period following the discharge of the veteran or the service member's death shall be granted immediate classification as an in-state student and does not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of this state that, for the purposes of this section, includes at least one of the following:

Students are required to submit the following:
2.2.2 Admission Information

1. Certificate of eligibility letter from the VA awarding chapter 30 or 33 benefits or the Fry scholarship, or the Dept. of Defense document approving the transfer of ch. 33 Benefits.

2. DD-214 proving a minimum of 90 days service and no more than 3 years since discharge or since death of veteran.

3. Students must also provide at least one of the following:
   A) Registration to vote in this state.
   B) An Arizona driver license.
   C) Arizona motor vehicle registration.
   D) Employment history in Arizona.
   E) Transfer of major banking services in Arizona.
   F) Change of permanent address on all pertinent records.
   G) Other materials of whatever kind or source relevant to domicile or residency status.

9. Per Arizona state law, a person who is honorably discharged from the armed forces of the United States on either active duty or reserve or National Guard status, or who has retired from active duty or reserve or National Guard status, shall be granted immediate classification as an in-state student on honorable discharge from the armed forces and, while in continuous attendance toward the degree for which currently enrolled, does not lose in-state student classification if the person has met the following requirements:
   A. Registered to vote in this state.
   B. Demonstrated objective evidence of intent to be a resident of Arizona which, for the purposes of this section, include at least one of the following:
      1. An Arizona driver license
      2. Arizona motor vehicle registration
      3. Employment history in Arizona
      4. Transfer of major banking services to Arizona
      5. Change of permanent address on all pertinent records
      6. Other materials of whatever kind or source relevant to domicile or residency status
      7. A person who is a member of an Indian tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.
II. Alien In-State Student Status

1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.

2. In accordance with the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (P.L. 104-208; 110 Stat. 3009-546), a person who was not a citizen or legal resident of the United States or who is not lawfully present in the United States is not entitled to classification as an in-state student pursuant to ARS §15-1802 or entitled to classification as a county resident pursuant to ARS §15-1802.01. A student will be assessed out-of-state tuition until such time that documentation of lawful presence is received in the Office of Admissions and Records/Enrollment Services and (eligibility for) residency is confirmed. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of term will be used for residency determination in subsequent terms.

3. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students:
   A. Foreign Government Official or Adopted Child of a Permanent Resident
   E. Treaty Traders
   G. Principal Resident Representative of Recognized Foreign Member Government to International Staff
   K. Spouse or Child of Spouse of a U.S. Citizen, Fiancé or Child of Fiancé of U.S. Citizen
   L. Intracompany Transferee, or Spouse or Child
   N6. NATO-6
   V. Spouses and Dependent Children of Lawful Permanent Residents

4. Students who hold a current visa and have submitted an I-485 to Citizenship and Immigration Services (CIS), may establish residency if other domicile requirements have been met. Residency eligibility for I-485 applicants may be considered one year after the date on the CIS Notice of Action letter (I-797) confirming application for permanent resident status. Students must provide required residency documentation in addition to the Notice of Action for residency consideration. In establishing domicile, the alien must be in a status that does not prohibit establishing domicile in this state for at least one year immediately preceding the official starting date of the semester.

Exception: In the event that an alien student's parent is allowed to claim the student as an exemption for state or federal tax purposes (3C.1.2.A) (E.G., The student is under 23 and not emancipated), the student's residence is deemed to the same as the parent's. If the parent holds a visa that is not listed in section 3 above, he or she would not be eligible to establish residency. In such circumstances, the student would likewise be barred notwithstanding his or her own filing of an I-485.
III. Proving Lawful Presence in the United States

All applicants for instate tuition (and other public benefits) must first show at least one of the following documents in accordance with ARS 1-502 to demonstrate that they are lawfully present in the United States by presenting to the Registrar at least one of the following documents:

- An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license.
- A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States.
- A United States certificate of birth abroad.
- A United States Passport.
- A Foreign Passport with a United States Visa.
- An I-94 Form with a Photograph.
- A United States Certificate of Naturalization.
- A United States Certification of Citizenship.
- A Tribal Certificate of Indian Blood.
- A Tribal or Bureau of Indian Affairs Affidavit of Birth.

Tribal Members*, the Elderly and “Persons with Disabilities or incapacity of the mind or body,” may submit certain types of documents under Section 1903 of the Federal Social Security Act (42 UNITED STATES CODE 1396B, As Amended By Section 6036 Of The Federal Deficit Reduction Act of 2005)**

* A document issued by a federally recognized Indian tribe evidencing membership or enrollment in, or affiliation with, such tribe.

** If you think that this may apply, please contact the Legal Services Department for assistance.

IV. Presumptions Relating to Student Status

Unless there is evidence to the contrary, the registering authority of the community college or university at which a student is registering will presume that:

1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.

2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.

3. A person who has been domiciled in this state immediately before becoming a member of the Armed Forces of the United States shall not lose in-state status by reason of such person's presence in any other state or country while a member of the Armed Forces of the United States.
2.2.2 Admission Information

V. Proof of Residency

When a student’s residency is questioned, the following proof will be required:

1. In-State Residency

   a. An affidavit signed by the student must be filed with the person responsible for verifying residency.

   b. Any of the following may be used in determining a student’s domicile in Arizona:

      1. Arizona income tax return
      2. Arizona Voter registration
      3. Arizona Motor Vehicle registration
      4. Arizona Driver’s license
      5. Employment history in Arizona
      6. Place of graduation from high school
      7. Source of financial support
      8. Dependency as indicated on federal income tax return
      9. Ownership of real property
      10. Notarized statement of landlord and/or employer
      11. Transfer of major banking services to Arizona
      12. Change of permanent address on all pertinent records
      13. Other relevant information

2. County Residency

   a. An affidavit signed by the student must be filed with the person responsible for verifying domicile to prove continuous residency in a county for fifty (50) days, and

   b. Any of the following may be used to determine a student’s county residency:

      1. Notarized statements of landlord and/or employer
      2. Source of financial support
      3. Place of graduation from high school
      4. Ownership of real property
      5. Bank accounts
      6. Arizona income tax return
      7. Dependency as indicated on a Federal income tax return
      8. Other relevant information
2.2.2 Admission Information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807) (Appendix S-3)

Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

2.2.3 Other Admission Information

1. Veterans

By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for honorably discharged veterans with two years’ service in the Armed Forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (Also see Withdrawal - Appendix S-7)

2. Ability to Benefit

A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

B. For student enrolled prior to July 1, 2012, an evaluation during the admission process resulted in the student being admitted to the college with the status of Regular, Regular with Provisional Requirements or Special.

   i. “Regular” status, for the purpose of 2.2.3.2, is granted to an individual admitted to the college who is a high school graduate, has a GED certificate, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law. A student without a high school diploma or GED certification and beyond the age of compulsory high school attendance may be a regular status student if the student has been assessed to benefit from college instruction by receiving qualifying scores on approved assessment instruments. All regular status students must be pursuing a degree/certificate in an eligible program.

   ii. “Regular with Provisional Requirements” status, for the purpose of 2.2.3.2, is granted to a student admitted to the college who is not a high school graduate, does not have a GED certificate, is beyond the age of compulsory high school attendance, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction requiring developmental/remedial coursework and is pursuing a degree/certificate in an eligible program.

   iii. “Special” status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.
2.2.3 Other Admission Information

3. Transcripts

The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites and for determination of academic standing. The official transcript must be mailed directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. It is the student's responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment

All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7).

2.2.4 Credit For Prior Learning

The Maricopa Community Colleges recognize that learning takes place in a variety of situations and circumstances. Many students have significant, demonstrable learning from experiences outside the traditional academic environment. Therefore, prior learning, not life experience, is the basis for the award of college credit. Students may be awarded no more than 30 credit hours, unless required by a specific program of study, within the Maricopa Community Colleges using one or more of the following assessment methods recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE):

- Articulated Programs;
- Credit By Evaluation; and
- College-Level Equivalency Examinations.

Credit awarded for prior learning does not count as hours in residence for graduation requirements. Exceptions may be granted at some MCCCD colleges for specially approved programs. No more than 20 credit hours may be applied to AGEC. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to meet with a program advisor or contact the college or university they plan to attend. For further information on Prior Learning Assessment, contact the Admissions and Records Office/Office of Student Enrollment Services.

1. Credit by Evaluation

The Maricopa Community Colleges offer credit by evaluation. The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate sponsored training programs and recommends credit awards based on this evaluation. The number of credits listed in the ACE guide are recommendations only.

A college is not required to grant a student the number of credits recommended. The credits are included on a student's transcript.
2.2.4 Credit For Prior Learning

A. Educational Experiences in the Armed Services

The Maricopa Community Colleges may award credit for military experiences based on the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. A student may receive college credit if:

i. Training parallels a discipline area offered through the Maricopa Community Colleges, and
ii. Credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed Basic Training, four (4) credit hours in Physical Education will be awarded as indicated in the ACE Guide and the Community College of the Air Force Catalog. Official documentation of military training is required.

B. College Credit Recommendation Service (CREDIT)

AACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in The National Guide to College Credit for Workforce Training. If a student has received training that appears in the guide, he or she may receive college credit if:

i. training parallels a discipline area offered through the Maricopa Community Colleges, and
ii. credit meets a program requirement or is used as elective credit.

C. Departmental Credit By Evaluation

Students may apply for Departmental Credit By Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, and completing applicable paperwork and other requirements of the college, including payment of required fee. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:

i. The evaluation of a course a second time;
ii. The evaluation of a course while currently enrolled in the course;
iii. To establish credit in a previously completed course; and
iv. To establish credit for a lower level of a course in which credit has been received. Exceptions may be granted at some MCCCD colleges for their unique programs of study.

Certain departments have additional requirements that must be met before credit may be granted through departmental credit by evaluation. When credit is granted as outlined above, a notation of “credit by evaluation,” and the number of credits will appear on the student’s transcript. These credits are not used in computing the grade point average. Credit by evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

2. College-Level Equivalency Examinations

ACE has published credit recommendations for a number of national standardized examinations such as the ones listed below in the Guide to Educational Credit By Examination. The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent Maricopa Community Colleges coursework as well as elective credit. Scores must be sent directly to the Admissions and Records Office/Office of Student Enrollment Services from the specific testing company(s) before credit is awarded. All equivalency is subject to future review and possible catalog change.
2.2.4 Credit For Prior Learning

A. Advanced Placement Examinations

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an Advanced Placement Examination of the CEEB may receive course credit with a score of 3, 4 or 5. Scores must be received directly from CEEB before credit is awarded.

**English AP Recommendation:**

<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>3 credit hrs/ENG101 or Elective Credit (And placement into honors composition at universities)</td>
</tr>
<tr>
<td>English-Literature</td>
<td>5 or 4</td>
<td>3 credit hrs/ ENG101 or Elective Credit (And placement into honors composition at universities)</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>4 credit hrs/MAT221</td>
</tr>
<tr>
<td>Math-Calculus BC (With AB subcode 3 or higher)</td>
<td>2 or 1</td>
<td>4 credit hrs/MAT 221</td>
</tr>
<tr>
<td>Math-Calculus BC</td>
<td>5 or 4</td>
<td>8 credit hrs/MAT221 &amp; MAT231</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>5 or 4</td>
<td>3 credit hrs/CSC100 or CSC110</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.

**College Composition:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Credit Hours/Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>50</td>
<td>ENG101 (3) or Elective Credit (And placement into honors composition at universities)</td>
</tr>
</tbody>
</table>

The Maricopa Community Colleges do not award credit for ENG102 through CLEP examination.
2.2.4 Credit For Prior Learning

**Foreign Languages:**

Credit earned through CLEP examination for French, German, and Spanish meets the language proficiency requirements of the Maricopa Community Colleges. For CLEP examinations taken prior to July 1, 2001, the Maricopa Community Colleges will grant credit based on the scaled scores indicated below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Spanish</th>
<th>French</th>
<th>German</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>50-54</td>
<td>50-54</td>
<td>39-45</td>
<td>4 (101)</td>
</tr>
<tr>
<td>102</td>
<td>55-65</td>
<td>55-61</td>
<td>46-50</td>
<td>8 (101 &amp; 102)</td>
</tr>
<tr>
<td>201</td>
<td>66-67</td>
<td>62-65</td>
<td>51-59</td>
<td>12 (101 &amp; 102 &amp; 201)</td>
</tr>
<tr>
<td>202</td>
<td>68-80</td>
<td>66-80</td>
<td>60-80</td>
<td>16 (101 &amp; 102 &amp; 201 &amp; 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 MCCC colleges for their unique programs of study.
- Certain departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
- Only grades of A, B, C, D or P earned as a result of this examination will be recorded on the student's transcript. Fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of “credit by examination,” a grade and the number of credits will appear on the student's transcript. The grade is used in computing the grade point average.
## 2.2.4 Credit For Prior Learning

### College Level Examination Program (CLEP)

<table>
<thead>
<tr>
<th>Examination</th>
<th>General Score</th>
<th>MCCCD</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>50 or higher</td>
<td>3</td>
<td>ENG101 (3) or Elective Credit (3) (and placement into honors composition at universities)</td>
</tr>
<tr>
<td>College Composition - Modular</td>
<td>50 or higher</td>
<td>0</td>
<td>NT</td>
</tr>
<tr>
<td>Humanities</td>
<td>50 or higher</td>
<td>6</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>53</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>50 or higher</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
</tbody>
</table>

### Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>ACE Score</th>
<th>Sem. Hrs.</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>3</td>
<td>POS110</td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50 or higher</td>
<td>6</td>
<td>ENH241, 242</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>ACE Score</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Biology</td>
<td>50 or higher</td>
<td>3</td>
<td>BIO Elective Credit*</td>
</tr>
<tr>
<td>Calculus (previously Calculus with Elem Functions)</td>
<td>ACE Score</td>
<td>4</td>
<td>MAT221</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50 or higher</td>
<td>4</td>
<td>CHM151 (3) and CHM151LL (1)</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50 or higher</td>
<td>3</td>
<td>MAT152</td>
</tr>
<tr>
<td>College Composition (replaces English Composition with Essay)</td>
<td>50 or higher</td>
<td>4</td>
<td>ENG101 or Elective Credit (and placement into honors composition at universities)</td>
</tr>
<tr>
<td>English Literature</td>
<td>ACE Score</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>French Language, Level 1 (previously French Language)</td>
<td>50-54</td>
<td>4</td>
<td>FRE101</td>
</tr>
<tr>
<td>French Language, Level 2 (previously French Language)</td>
<td>55-61</td>
<td>8</td>
<td>FRE101, 102</td>
</tr>
<tr>
<td>German Language, Level 1 (previously German Language)</td>
<td>39-45</td>
<td>4</td>
<td>GER101</td>
</tr>
<tr>
<td>German Language, Level 2 (previously German Language)</td>
<td>46-50</td>
<td>8</td>
<td>GER101, 102</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50 or higher</td>
<td>3</td>
<td>CFS205</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50 or higher</td>
<td>3</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Intro to Educational Psychology</td>
<td>ACE Score</td>
<td>3</td>
<td>EDU Elective Credit</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50 or higher</td>
<td>3</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50 or higher</td>
<td>3</td>
<td>SOC101</td>
</tr>
<tr>
<td>Macroeconomics, Principles of (replaces Introductory Macroeconomics)</td>
<td>ACE Score</td>
<td>3</td>
<td>ECN211</td>
</tr>
<tr>
<td>Management Principles of</td>
<td>50 or higher</td>
<td>0</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Marketing, Principles of</td>
<td>50 or higher</td>
<td>0</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Microeconomics, Principles of (replaces Introductory Microeconomics)</td>
<td>ACE Score</td>
<td>3</td>
<td>ECN212</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50 or higher</td>
<td>5</td>
<td>MAT187</td>
</tr>
<tr>
<td>Spanish Language, Level 1 (previously Spanish Language)</td>
<td>50-54</td>
<td>4</td>
<td>SPA101</td>
</tr>
<tr>
<td>Spanish Language, Level 2 (previously Spanish Language)</td>
<td>55-65</td>
<td>8</td>
<td>SPA101, 102</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>ACE Score</td>
<td>3</td>
<td>MAT182</td>
</tr>
<tr>
<td>U.S. History I - Early Colonization to 1877</td>
<td>ACE Score</td>
<td>3</td>
<td>HIS103</td>
</tr>
<tr>
<td>U. S. History II - 1865 to the Present</td>
<td>ACE Score</td>
<td>3</td>
<td>HIS104</td>
</tr>
<tr>
<td>Western Civilization I - Ancient Near East to 1648</td>
<td>ACE Score</td>
<td>6</td>
<td>HIS100, 101</td>
</tr>
<tr>
<td>Western Civilization II - 1648 to the Present</td>
<td>ACE Score</td>
<td>3</td>
<td>HIS102</td>
</tr>
</tbody>
</table>

*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: Changes to exams and scores are determined by the respective Statewide Articulation Task Force (ATF). The credit awarded and equivalent courses are established by MCCCD Instructional Councils (ICs). DISCLAIMER: Test Scores are continually reviewed and may be updated at any time. Changes will be noted as they occur. Table Revised February 2016*

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>MCCCD</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art - History</td>
<td>5 or 4</td>
<td>ARH101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Art - Studio Art (2-D Design)</td>
<td>5</td>
<td>ART112</td>
<td>3</td>
</tr>
<tr>
<td>(previously Art - Studio - General)</td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Art - Studio Art (3-D Design)</td>
<td>5</td>
<td>ART115</td>
<td>3</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>4</td>
<td>CHM151, 151LL &amp; CHM152 &amp; 152LL</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB (previously Mathematics - Calculus AB)</td>
<td>5, 4, or 3</td>
<td>MAT221</td>
<td>4</td>
</tr>
<tr>
<td>Calculus (With AB subscore 3 or Higher)</td>
<td>2 or 1</td>
<td>MAT221</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC (previously Mathematics - Calculus BC)</td>
<td>5 or 4</td>
<td>MAT221 &amp; MAT231</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MAT221</td>
<td>4</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>5</td>
<td>CHI101 &amp; 102 &amp; 201 &amp; 201</td>
<td>20</td>
</tr>
<tr>
<td>(previously Chinese - Language)</td>
<td>4</td>
<td>CHI101 &amp; 102 &amp; 201</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>CHI101 &amp; 102</td>
<td>10</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 Government and Politics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>5 or 4</td>
<td>CSC100 or CSC110</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>ENGL101 or Elective Credit</td>
<td>(and placement into honors composition at universities)</td>
</tr>
<tr>
<td>English - Literature</td>
<td>5 or 4</td>
<td>ENGL101 or Elective Credit</td>
<td>(and placement into honors composition at universities)</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5 or 4</td>
<td>Elective 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, 201 and 201</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, 201</td>
<td>16</td>
</tr>
<tr>
<td>(previously Latin - Language)</td>
<td>4</td>
<td>LAT101, 102, 201</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LAT101, 102</td>
<td>8</td>
</tr>
<tr>
<td>Music Theory (previously Music)</td>
<td>5 or 4</td>
<td>MTC105 &amp; MTC106</td>
<td>4</td>
</tr>
<tr>
<td>Physics B: Physics 1 – Mechanics Only (2014-2015)</td>
<td>3</td>
<td>NT</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>4 or 5</td>
<td>PHY111</td>
<td>4</td>
</tr>
<tr>
<td>Physics B: Physics 1 – Electricity &amp; Magnetism Only (2014-2015)</td>
<td>3</td>
<td>NT</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>4 or 5</td>
<td>PHY112</td>
<td>4</td>
</tr>
<tr>
<td>Physics B (2013-14)</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 Government)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History (previously History - American)</td>
<td>5 or 4</td>
<td>HIS103, HIS104</td>
<td>6</td>
</tr>
</tbody>
</table>

Amended by CCTA February 2015
### 2.2.4 Credit For Prior Learning

#### F. International Baccalaureate Diploma/Certificate

Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit. MCCCD College grants credit for college-level courses only. Credit is awarded according to the "International Baccalaureate Diploma/Certificate Credit" table.

<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 or 6, 4 or 5</td>
<td>8, 4</td>
<td>BIO181, 182, 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, 4</td>
<td>8, 4</td>
<td>CHM151 &amp; 151LL &amp; CHM152LL, CHM151 &amp; CHM151LL</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>3</td>
<td>ENG101 or Elective Credit</td>
</tr>
<tr>
<td>English B</td>
<td>No Credit</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Foreign Language A or B</td>
<td>7, 6, or 5, 4</td>
<td>8, 8</td>
<td>Foreign Language 201, 202, Foreign Language 101, 102</td>
</tr>
<tr>
<td>Geography</td>
<td>5 or higher</td>
<td>3</td>
<td>GCU102</td>
</tr>
<tr>
<td>History (previously History - American)</td>
<td>7, 6, or 5, 4</td>
<td>6, 3</td>
<td>HIS103, 104, HIS103</td>
</tr>
<tr>
<td>History (previously History - European)</td>
<td>7, 6, or 5, 4</td>
<td>6, 3</td>
<td>HIS101, 102, 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>Further Mathematics SL</td>
<td>7, 6, or 5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>7, 6, or 5, 4</td>
<td>8, 4</td>
<td>PHY111, 112, PHY111</td>
</tr>
<tr>
<td>Psychology</td>
<td>5 or higher</td>
<td>3</td>
<td>PSY101</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 (previously Art/Design)</td>
<td>7, 6, or 5, 4</td>
<td>6, 3</td>
<td>ART111, 112, ART112</td>
</tr>
</tbody>
</table>

Note: Changes to exams and scores are determined by the respective Statewide Articulation Task Force (ATF). The credit awarded and equivalent courses are established by MCCCD Instructional Councils (ICs). DISCLAIMER: Test scores are continually reviewed and may be updated at any time. Changes will be noted as they occur. Table Revised February 2015.
2.2.4 Credit For Prior Learning

3. Health Care Integrated Educational System (HCIES) Credit for Prior Learning

National/Regional Credential Recognition

Students who have recognized credentials related to healthcare may request an evaluation for course competency equivalency on a case-by-case basis through the Integrated Competency Assessment Network (ICAN). For more information contact the ICAN office at 480-731-8240 or by e-mail at ican@domain.maricopa.edu. Website: http://healthcare.maricopa.edu/healthcarecourses.php. When national or regional credentials are determined to be equivalent to the competencies demonstrated in corresponding courses, the recognition of external credentials will fulfill graduation credit requirements for the identified courses through Credit by Evaluation.

Credit by Examination and Credit by Skills Demonstration Assessment

Health care students may apply for credit for prior learning in certain courses. Specific information and required forms can be found on http://healthcare.maricopa.edu/healthcarecourses.php. Credit by Examination in the HCIES is determined through the use of HCIES Competency Assessment Tests (CATs) and/or Skills Demonstration Assessment under the direction of the HCIES Integrated Competency Assessment Network (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:

A. To challenge a course a second time;
B. To challenge a course while currently enrolled in the course;
C. To establish credit in a previously completed course; or
D. To establish credit for a lower level of a course in which credit has been received.

Certain health care pathways/programs have additional requirements which must be met before credit may be granted through HCIES credit by examination and credit by skills demonstration assessment.

Grades of A, B, C, D, or P, earned as a result of examination or skills assessment will be recorded on the student's transcript. Fees are not refundable after the examination/skills demonstration has been administered, regardless of results. A grade of P/Z is not used in computing the grade point average.

When credit is granted as outlined above, a notation of “Credit by Examination,” “Credit by Evaluation,” or “Credit by Skills Demonstration” and the number of credits will appear on the student's transcript. If a grade is assigned, it will be used in computing the grade point average.

4. Transferring to the Maricopa Community Colleges

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed directly from the source institutions to the Admissions and Records/Enrollment Services Offices of the receiving institutions. The Admissions and Records/Enrollment Services Offices at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request.

The Maricopa Community Colleges may transfer in coursework if:

- The coursework was completed at colleges and universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and/or Western Association of Schools and Colleges. The Maricopa Community Colleges will not award credit for courses completed at institutions not regionally accredited.
- The coursework was earned with a grade of C or better.
- The coursework was taken at another Arizona community college to fulfill general education requirements for the Arizona General Education Curriculum (AGEC).
2.2.4 Credit For Prior Learning

Conditions of Transfer Credit:

- Acceptance and applicability of courses from another Maricopa Community College that fulfill requirements other than general education is determined by individual Maricopa Community Colleges.
- The award of transfer credit shall not express or imply that all transfer credit will be fully applicable toward all Maricopa associate's degree and certificate requirements.
- Developmental coursework (below 100-level) is accepted for the purpose of fulfilling course prerequisites. The credit does not apply toward a degree or certificate.
- Courses with different credit systems (quarter hours, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credit hours for each quarter hour.
- The age of credit may be considered in applying credit toward degrees and certificate programs.
- College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the ministry of education in that country. It is the student's responsibility to submit all foreign and international transcripts to one of the international credential evaluation to be translated into English, evaluated on a course-by-course-basis, and sent directly to the receiving colleges. Contact your college admissions and records/enrollment services office to obtain a list of approved agencies.
- For military credit, credit by examination, credit by evaluation, and CLEP/AP/IB see the section for Credit For Prior Learning.

A. Transfer Credit from MCCCD and Established Articulation Agreements

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to four year colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with private, public, and international baccalaureate degree granting institutions that have achieved full accreditation or candidacy status with a regional accreditation commission. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the district. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts from all institutions attended.

Articulated transfer programs and pathways between the Maricopa Community Colleges and Baccalaureate-granting institutions [such as the Maricopa-ASU Pathway Program (MAPP), the U of A Bridge program, CONNECT2NAU and 90/30 transfer agreements] are official, recognized programs of study that fulfill both Associate's degree and Bachelor's degree requirements. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a four-year college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study.

B. Articulation and Transfer Agreements

i. Maricopa Skill Center and the Southwest Skill Center: The Maricopa Community Colleges have articulation agreements with the Maricopa Skill Center and the Southwest Skill Center in limited areas of study. Students who have participated in these agreements may be granted credit for prior learning. No fees will be assessed for credits awarded for prior learning. Articulated course/program credit is transferable within the Maricopa Community Colleges, but may not necessarily be transferable to other universities and colleges. Students should contact the admissions and records office/office of student enrollment services for specific information related to these agreements.
2.2.4 Credit For Prior Learning

ii. Arizona Public Community Colleges and Universities: Maricopa is a participant in the Arizona statewide transfer system. The aztransfer.com website is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on aztransfer.com is the course equivalency guide (CEG), which shows how institutions have agreed to transfer coursework from Arizona public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific bachelor’s degrees. www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG

iii. Domestic (U.S) and International Institutions: The Maricopa Community Colleges have transfer agreements with U.S. universities and colleges that are regionally accredited as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through district-wide articulation agreements and are designed to help students maximize their transfer credit toward a bachelor’s degree. To access a list of institutions with which Maricopa has established articulation agreements, visit: http://www.maricopa.edu/academic/ccta/artic/partner_list.php

C. Limitations on the Transfer of Credit

Generally, the following types of courses are not intended for transfer. Contact the Admissions and Records office at your college for specific information.

i. Remedial/developmental courses or courses numbered below 100

ii. Arizona government university courses

iii. Cooperative education

iv. Experimental courses

v. Post baccalaureate courses

vi. Contractual training for business, industry, and government

vii. Some forms of credit for prior learning

viii. Non-credit courses

D. Time Limit for Transfer Coursework

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

E. Shared Unique Numbering (SUN) System Course Information

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The shared unique number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona’s public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it could still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on aztransfer.com. The SUN system does not address the applicability of courses. Students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit: www.azsunsystem.com.
2.2.4 Credit For Prior Learning

5. Servicemen's Opportunity College

The Maricopa Community Colleges recognize the unique educational problems confronting many active duty military personnel in attaining their educational goals. The colleges have, therefore, established themselves as Servicemen's Opportunity Colleges. This means that the colleges recognize the peculiar needs of military personnel in that they provide courses on the various military bases located in Maricopa County and provide opportunities to complete courses through non-traditional means when education is interrupted by military obligations. Maricopa Community Colleges maintain liberal entrance requirements, offer maximum credit for educational experiences obtained in the Military Services, and follow residency statutes applicable to the special needs of servicemen. Maricopa Community Colleges follow the recommendations established by the American Council on Education. If, for any reason, Maricopa Community Colleges' status as a Servicemen's Opportunity College District is discontinued, it will nonetheless maintain its commitment to students previously enrolled. In addition, the option to enter into a “contract for a degree” allows the community college, as the college of record, to grant a degree upon completion of twelve (12) credit hours at the college and the satisfaction of graduation requirements.

2.2.6 Academic Advising and New Student Orientation

1. Academic Advising

Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer on to a college/university to complete a Bachelor's degree, will be required to meet with an academic advisor prior to the start of their first semester at a MCCCD college.

i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach program are considered first time to college.

2. New Student Orientation

Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer on to a college/university to complete a Bachelor's degree, will be required to attend New Student Orientation prior to the start of their first semester at a MCCCD college.

i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach program are considered first time to college.

3. Students Attending College for the First Time

Students who will be attending college for the first time and intend to earn an Associate's degree or transfer to a college/university to complete a Bachelor's degree, and who test into one or more developmental education courses, will be required to successfully complete a college success course (CPD150 or CPD/AAA115) within the first two semesters at a MCCCD college.

i. Recent high school students who received MCCCD credits through dual/concurrent enrollment, ACE, Hoop of Learning, or any MCCCD early outreach program are considered first time to college.
2.2.7 Student Assessment and Course Placement

2.2.7 Student Assessment Course Placement

1. Testing for Course Placement

A. Students will be required to complete a course placement test under any one of the following conditions:
   i. The student is taking his or her first college credit English, reading or math course, or any college course for which English, reading or math is a prerequisite.
   ii. The student is pursuing a degree or transfer pathway and does not have current valid district approved course placement scores on file or does not have previous college credit in English, reading and math.
   iii. The student for whom English is not the primary language and is taking his or her first English as a Second Language class is required to take a test of English proficiency.

B. Course placement scores will be valid for two years.

C. Reading Placement Scores that indicate “Exempt from CRE101” Do Not Expire.

D. Students will be permitted one re-test in English, reading, or math level at least a 24-hour waiting period. ONE additional re-test is permitted no sooner than three months from the oldest valid score date at any course placement testing site.

E. The vice president of student affairs or designee may approve re-testing for students with special needs or circumstances. The re-test date will then serve as the date of record.

F. Students will be exempt from a course placement test if at least one of the following conditions apply:
   i. The student has earned an associate or higher degree from a regionally accredited college.
   ii. The student has earned college credits from a regionally accredited college in English, reading, and math with a grade of C or higher.
   iii. The student has currently valid district approved course placement scores on file.

G. The student who is exempt from a course placement test must fulfill the minimum graduation requirements.

2. Course Placement

A. Students who enroll in English, reading, or math will be advised and placed into courses based on valid district approved scores.

B. Students who test into course(s) that are below college-level (i.e., below 100-level) will be advised and placed into the course(s) within the first two semesters enrolled.

C. A department/division chair or designee may grant a course placement waiver under special circumstances. The signed waiver will be noted on the student’s electronic record.

3. Implementation of Policy

To ensure consistency of the course placement process within the Maricopa Community Colleges:

A. All colleges shall accept the same approved course placement instruments.

B. All colleges shall adhere to the same approved cut-off scores.

C. Course placement scores will be valid for two years.

D. Reading placement scores that indicate “Exempt from CRE101” Do Not Expire.
2.2.7 Student Assessment and Course Placement

4. Evaluation

The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy’s effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

2.2.8 Registration

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.

Class Registration Deadlines

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through my.maricopa.edu will end at 11:59 pm on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.

2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 pm on the day before the class starts.

3. Exceptions:
   a. Exceptions to class registration deadlines require permission of appropriate instructor(s) and approval of the appropriate department/division chair or designee.
   b. Exceptions are limited to:
      i. Courses requiring permission of instructor
      ii. Courses requiring auditions or try-outs
      iii. Courses for Special Populations or Cohorts
      iv. Enrollment in an alternate section of a course taught by the same instructor
      v. Enrollment in an alternate section of a course taught by a different instructor
      vi. Course level changes
      vii. Students dropped for non-payment during the 100% refund period may be reinstated if they attended since the first class meeting.
      viii. Students dropped due to human or system errors may be reinstated if they attended since the first class meeting.
      ix. Other exceptions may be granted after faculty consultation with the student
2.2.9 Tuition and Fees Policy

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community Colleges Governing Board under the laws and regulations of the State of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice. All students are classified for tuition purposes under one of the following residency classifications:

1. Maricopa County resident
2. Out-of-County resident
3. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to the Concurrent Enrollment in Arizona Public Institutions of Higher Education policy under the Residency section of this publication.)

1. Time of Payment

All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the fee schedule approved by the Maricopa Community Colleges Governing Board.

2. Tuition and Fees Schedule (Effective July 1, 2014 for Fall, Spring, and Summer Sessions)*

Current information can be found at:
www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-4.php

The following is the tuition and fees schedule for 2015-2016 and is provided for reference. These tuition and fees are subject to change. Consult the college's Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4.
### 2.2.9 Tuition and Fees Policy

#### Appendix S4: Tuition & Fee Schedule

#### Student Status

<table>
<thead>
<tr>
<th>2015-2016 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IN-STATE</strong></td>
<td><strong>OUT-OF-STATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>A</td>
<td>B</td>
<td>C*</td>
<td>D**</td>
<td>E</td>
<td>F***/+</td>
</tr>
<tr>
<td>1</td>
<td>$84.00</td>
<td>$109.00</td>
<td>$366.00</td>
<td>$325.00</td>
<td>$204.00</td>
<td>$215.00</td>
</tr>
<tr>
<td>2</td>
<td>$168.00</td>
<td>$218.00</td>
<td>$732.00</td>
<td>$650.00</td>
<td>$408.00</td>
<td>$430.00</td>
</tr>
<tr>
<td>3</td>
<td>$252.00</td>
<td>$327.00</td>
<td>$1,098.00</td>
<td>$975.00</td>
<td>$612.00</td>
<td>$645.00</td>
</tr>
<tr>
<td>4</td>
<td>$336.00</td>
<td>$436.00</td>
<td>$1,484.00</td>
<td>$1,300.00</td>
<td>$816.00</td>
<td>$860.00</td>
</tr>
<tr>
<td>5</td>
<td>$420.00</td>
<td>$545.00</td>
<td>$1,830.00</td>
<td>$1,625.00</td>
<td>$1,020.00</td>
<td>$1,075.00</td>
</tr>
<tr>
<td>6</td>
<td>$504.00</td>
<td>$654.00</td>
<td>$2,196.00</td>
<td>$1,950.00</td>
<td>$1,224.00</td>
<td>$1,290.00</td>
</tr>
<tr>
<td>7</td>
<td>$588.00</td>
<td>$763.00</td>
<td>$2,562.00</td>
<td>$2,275.00</td>
<td>$1,428.00</td>
<td>$1,505.00</td>
</tr>
<tr>
<td>8</td>
<td>$672.00</td>
<td>$872.00</td>
<td>$2,928.00</td>
<td>$2,600.00</td>
<td>$1,632.00</td>
<td>$1,720.00</td>
</tr>
<tr>
<td>9</td>
<td>$756.00</td>
<td>$981.00</td>
<td>$3,294.00</td>
<td>$2,925.00</td>
<td>$1,836.00</td>
<td>$1,935.00</td>
</tr>
<tr>
<td>10</td>
<td>$840.00</td>
<td>$1,090.00</td>
<td>$3,660.00</td>
<td>$3,250.00</td>
<td>$2,040.00</td>
<td>$2,150.00</td>
</tr>
<tr>
<td>11</td>
<td>$924.00</td>
<td>$1,199.00</td>
<td>$4,026.00</td>
<td>$3,575.00</td>
<td>$2,244.00</td>
<td>$2,365.00</td>
</tr>
<tr>
<td>12</td>
<td>$1,008.00</td>
<td>$1,308.00</td>
<td>$4,392.00</td>
<td>$3,900.00</td>
<td>$2,448.00</td>
<td>$2,580.00</td>
</tr>
<tr>
<td>13</td>
<td>$1,092.00</td>
<td>$1,417.00</td>
<td>$4,758.00</td>
<td>$4,225.00</td>
<td>$2,652.00</td>
<td>$2,795.00</td>
</tr>
<tr>
<td>14</td>
<td>$1,176.00</td>
<td>$1,526.00</td>
<td>$5,124.00</td>
<td>$4,550.00</td>
<td>$2,856.00</td>
<td>$3,010.00</td>
</tr>
<tr>
<td>15</td>
<td>$1,260.00</td>
<td>$1,635.00</td>
<td>$5,490.00</td>
<td>$4,875.00</td>
<td>$3,060.00</td>
<td>$3,225.00</td>
</tr>
<tr>
<td>16</td>
<td>$1,344.00</td>
<td>$1,744.00</td>
<td>$5,856.00</td>
<td>$5,200.00</td>
<td>$3,264.00</td>
<td>$3,440.00</td>
</tr>
<tr>
<td>17</td>
<td>$1,428.00</td>
<td>$1,853.00</td>
<td>$6,222.00</td>
<td>$5,525.00</td>
<td>$3,468.00</td>
<td>$3,655.00</td>
</tr>
<tr>
<td>18</td>
<td>$1,512.00</td>
<td>$1,962.00</td>
<td>$6,588.00</td>
<td>$5,850.00</td>
<td>$3,672.00</td>
<td>$3,870.00</td>
</tr>
</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 resident students who are taking distance learning courses or students who are taking classroom-based credit courses through a contract agreement between MCCCD and the company they work for. This rate does not apply to Study Abroad Programs as there is a separately calculated rate for those students.
2.2.9 Tuition and Fees Policy

A. Determine Student Residency Status

Refer to admissions information (AR2.2.2) of the college catalog for residency information and to review the requirements for classification as a Maricopa county resident. Contact the Admissions and Records Office/Office of Student Enrollment Services if you have questions about residency requirements.

B. Use the Chart to Locate Tuition Charges

Determine the correct column based on your residency status and then select the number of credit hours. The general tuition chart is provided for reference only.

C. Add Any Additional Fees

A one-time, per semester $15 registration fee is due by the official start of the term (semester) or by the specified due date or at time of registration.

D. There may also be additional course fees for classes, please refer to the college schedule for course fees.

E. If you choose to audit a class, add an additional fee of $25 per credit hour.

F. Additional course fees may apply for specific courses. Check with the college’s Admissions and Records Office/Office of Student Enrollment Services for a current listing of course fees.

G. Pay Your Fees

Payment of fees may be made by cash, check, money order, VISA, MasterCard, Discover or American Express. Payment Plan options are also available.

NOTE: If you do not pay your tuition and fees at the time of registration or by the specified due date, you may be dropped from your classes and may be responsible for the tuition and fees based on the refund schedule which outlines the refund deadlines for each course.

Skill Center Tuition Rates

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>$5.00 per contact hour</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>$6.00 per contact hour</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>$6.00 per contact hour</td>
</tr>
</tbody>
</table>

Credit by Examination & Credit by Evaluation (excludes Allied Health courses)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>$84.00 per credit hour</td>
</tr>
<tr>
<td>Contract</td>
<td>$42.00 per credit hour</td>
</tr>
</tbody>
</table>

3. Outstanding Debts

Any debt or returned check may revoke a student’s current enrollment and the student’s right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

Rio Salado College Specific Course Fees

Courses may require a course fee in addition to applicable tuition and fees. For current course fee information, please see the online class schedule at www.riosalado.edu/schedule or contact the Cashiers Office at 480-517-8334.
2.2.9 Tuition and Fees Policy

The following procedure will be used for the collection of returned checks and other outstanding debts:

A. The designated college official or fiscal officer is responsible for:
   i. Verifying the student's district wide debt,
   ii. Attempting to notify the student of the debt and
   iii. Attempting to collect the debt.

B. Maricopa Community College services may be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.

C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:
   i. Collection agency, requiring payment of collection fees by the student;
   ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;
   iii. Litigation, requiring payment of court costs and legal fees by the student.

D. Debt Holds may be lifted only in limited instances by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:
   i. MCCCD staff verify that full payment has been made to another College;
   ii. The College can deduct payment from a financial aid award made to the student (referring to student authorization guidelines for regulations on applying federal financial aid to debt balances);
   iii. A third party not related to the student, such as an employer or state agency, makes a verified payment directly to the College;
   iv. It is determined and verified with the appropriate MCCCD office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

Admission Criteria to Attend a College within the Maricopa Community College District (MCCCD) is determined in accordance with state law (ARS §§15-1805.01 AND 15-1821) and regulations of the Maricopa Community Colleges Governing Board and the Chancellor. As such, participants enrolled in courses as part of third party agreements are also subject to the same admissions criteria. This includes the participants resolving any current enrollment or administrative holds that are unrelated to the Third party in an existing student account, but that otherwise impact his/her eligibility to enroll in courses or participate in programs delivered by MCCCD faculty or staff.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups
   The Maricopa Community College District waives tuition and student activity fees for credit-hour courses for employees and their dependents, and for legislatively mandated groups. Special fees and fees for Non-Credit/Special Interest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community
   Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.
2.2.10 Refund Policy

1. Refund Policy for Credit 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>
</tr>
<tr>
<td>10-19 calendar days</td>
<td>1 calendar day including the class start date</td>
</tr>
<tr>
<td>20-29 calendar days</td>
<td>2 calendar days including the class start date</td>
</tr>
<tr>
<td>30-39 calendar days</td>
<td>3 calendar days including the class start date</td>
</tr>
<tr>
<td>40-49 calendar days</td>
<td>4 calendar days including the class start date</td>
</tr>
<tr>
<td>50-59 calendar days</td>
<td>5 calendar days including the class start date</td>
</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’s/partner’s father, mother, grandfather, grandmother, or in-laws in any one incident. Appropriate documentation must be provided before a refund can be given.
2.2.10 Refund Policy

C. Death of a student. Appropriate documentation must be provided before a refund can be given.

D. A student in the Armed Forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided courses have not been completed.

Requests for a total withdrawal from a college or courses for one of the above reasons may result in a partial prorated refund of tuition, provided courses have not been completed. All decisions made by the college are final.

Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

2.2.11 Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid or Maricopa County Community College District (MCCCD) scholarships. Under Arizona law, any information the student provides about his or her legal status when applying for financial aid or publicly funded scholarships may be subject to mandatory reporting to federal immigration authorities. This does not apply to applications for the private scholarship funds held in and distributed by the Maricopa Community Colleges Foundation.

The office of financial aid may request to have the validity of a student's high school completion evaluated if either the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. An evaluation may be conducted on the basis of any of the following:

- Alerts, bulletins, or similar communications provided by any state, federal, or other governmental agency, another institution, a professional or similar organization, or any other resource that might provide information helpful to the evaluation;
- A transcript or other record received from another institution the student may have attended;
- The contents of the student's Free Application for Federal Student Aid, student information form, or any other information the student provides to the college;
- The independent professional judgment by any official of the office of student financial aid.

How to Apply for Federal Financial Aid

New students must complete the Free Application for Federal Student Aid (FAFSA) or FAFSA on the Web at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the Web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.
2.2.11 Student Financial Assistance

Types of Aid
Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources.

The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at [www.maricopa.edu/foundation/apply/index.php](http://www.maricopa.edu/foundation/apply/index.php) or by calling 480-731-8400.

Distribution of Aid
Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities
Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress
Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Please note: Subject to change. For current policy updates, please visit: [www.riosalado.edu/financial_aid](http://www.riosalado.edu/financial_aid)

Refunds and Repayments
In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school. For a student receiving Financial Aid, also see Appendix S-7 for Withdrawal procedures.

Verification of Information
1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student’s FAFSA is selected for verification, the student will be notified via the Student Center in my.maricopa.edu. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student’s eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student’s last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.

2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student’s award may be adjusted or canceled.
2.2.11 Student Financial Assistance

3. The required forms and documents a student submits for verification will be compared to the information reported on the student’s FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student’s eligibility for financial aid will be reviewed. If there are any changes to the student’s financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in my.maricopa.edu. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Award Amount and Level of Enrollment

Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

Repeated Coursework and Financial Aid Enrollment Status

Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of title IV, HEA program (federal financial aid) eligibility.

Evaluation Period

Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each semester; fall, spring and summer. Programs less than one year in length will be evaluated at the midpoint of the program. Non-standard sessions will be evaluated at the completion of the session.

Standards of Satisfactory Academic Progress

Standards of Satisfactory Academic Progress (SAP) are evaluated on each of the three measurements outlined below. Failure to meet any of these standards will result in suspension of eligibility for financial aid.

Note: Grades of F, I, N, W, X, Y, Z, and courses not yet graded are considered attempted but not meeting progress standards for the purposes of financial aid.
2.2.11 Student Financial Assistance

- **Grade Point Measurement**
  Students must meet the following credit hour/cumulative grade point average (CGPA).

<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.

- **Maximum Time Frame Measurement**
  Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

**Coursework Treatment in SAP Calculation**

Coursework taken during the semester also included in the evaluation:
- Courses funded through a consortium agreement
- All attempted remedial credits
- Repeated coursework

Coursework included in the Pace of Progression evaluation:
- All of those included in the semester evaluation
- All evaluated transfer credits

Coursework included in the Maximum Time Frame evaluation:
- All of those included in the Pace of Progression evaluation
- Any Associates degree or higher earned will be considered to have exhausted maximum timeframe eligibility
- All coursework forgiven through the academic renewal process

Coursework not included in SAP evaluation:
- Audited courses
- Non-credit courses
- Credit by examination
- Credit for prior learning option (as outlined in the college general catalog)

**Notification**

Students that have applied for federal assistance, but who do not meet the standards, will be notified. This notification will direct students to information regarding the appeal process.
Ineligibility Determination Appeal
Any student who has lost financial aid eligibility due to extenuating circumstances may appeal. Appeal must:

• Be in writing and submitted to the Financial Aid Office where the student is applying for aid.
• Include the extenuating circumstances that caused the student not to meet SAP standards.
• Include appropriate supporting documentation.
• Include how that condition or situation has been resolved thus allowing the student the ability to meet SAP standards.

Students will be notified of the results of their appeal and any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary term or denial.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility
A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Coursework taken at other colleges will not be considered for reinstatement purposes.

Terminology and Information Pertaining to this Policy

• **Summer Sessions** - Enrollment in any or all Summer Sessions within the same calendar year will be considered one term.

• **Non-Standard Session** - Sessions that do not follow the traditional start and end dates for the semester.

• **Attempted Credit** - Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, X, Y, or Z is received and courses not yet graded.

• **CGPA (Cumulative Grade Point Average)** – The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.

• **Appeal** – “A process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for title IV, HEA program assistance.”

• **Extenuating Circumstance** – Examples are: personal injury or illness, serious illness or death within the immediate family, or other circumstance beyond the reasonable control of the student.

• **Supporting Documentation** – Examples could include: an obituary notice, divorce decree, an accident report, or a letter from a physician, attorney, social services agency, etc.

• **Financial Aid Probation** - – “A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.” A student in this status “may not receive title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student.”

• **Academic Plan** – A plan developed through the SAP Appeal Process which will lead a student to qualify for further title IV, HEA program funds.

• **Financial Aid Suspension** – The status assigned upon failing to meet the minimum SAP standards or the terms of a probationary status. Students in this status are not eligible to receive title IV, HEA assistance.

For more information, please contact the college Financial Aid Office.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.
Treatment of Title IV Aid When a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (you may contact the Financial Aid office to define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, OR
2. the entire amount of excess funds. The school must return this amount even if it didn’t keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. You can view the tuition refund policy and requirements and procedures for withdrawing from school at: www.maricopa.edu/publicstewardship/governance/adminregs/students/2_2.php
2.2.12 Vaccinations

2.2.12 Vaccinations (As Required By 20 USC §1092(a)(1)(V))

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to enrollment. Certain professional or occupational programs do require particular vaccinations for participation in those programs. More information about these programs can be found on college websites.

2.9 Veterans Services

The Maricopa Community Colleges’ veterans’ services offices act as liaisons with the Department of Veterans Affairs. Each program must be approved by the Department of Veterans Affairs. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student’s approved programs. Application forms, counseling, advisement and tutoring are available for students who are eligible for veteran’s educational benefits. Students applying for veteran’s educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Veteran’s benefits available:

- Chapter 30 — Montgomery GI Bill
- Chapter 31 — Vocational Rehabilitation (separately served through the local VA office)
- Chapter 32 — VEAP Program
- Chapter 33 — Post 9/11 GI Bill & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 — Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 — Montgomery GI Bill, Selected Reserve
- Chapter 1607 — REAP Reserve Educational Assistance Program

It is the student’s responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran’s educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

### Academic Progress Policy for Students Receiving Veteran’s Educational Benefits

<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.
2.9 Veterans Services

Externship Programs:
The Maricopa Community College’s official district course descriptions for credited experiential learning opportunities (internships, externships, practicums, and clinicals) state the amount of hours required in order for a student to receive college credit. The descriptions also indicates if a maximum amount of credit is allowable for any given experiential learning opportunity. Each course that includes an experiential learning opportunity is assigned a Maricopa instructor of record who is responsible for ensuring that the student completes the required hours and assignments in order to receive credit. Additionally, the instructor works extensively with a site supervisor to ensure that the student is making satisfactory progress and meeting the time requirements. The experiential credit process for the student includes the specific course details and learning outcomes, how hours will be tracked, and what is required for grading and course completion. The instructor submits the final grade for the experience. Maricopa’s experiential learning process is in compliance with CFR 38 21.4265.

A complete list of internship courses, along with course objectives, can be found on the Maricopa Community College’s District – Center for Curriculum and Transfer Articulation website, located at: http://www.maricopa.edu/academic/ccta/.

Prior Credit Evaluation:
Department of Veterans Affairs requires that all persons using any type of veteran’s educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

2.3.1 Academic Load

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50 minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.

Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.
2.3.1 Academic Load

Students participating in extra-curricular or co-curricular activities or receiving financial assistance may be required to maintain a specified minimum academic load. Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly.

Schedule Changes

Students may change their schedule by following the designated procedures at their college of enrollment. It is the student's responsibility to notify the college if he/she will no longer be attending the class (see Appendix S-7 for Withdrawal Procedures).

2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Appendix S-7 for Withdrawal Procedures.

1. Official Absences

A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.
2. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

2.3.3 Grading

1. Policy

It is the policy of the Maricopa Community Colleges that a grade will be assigned at the conclusion of the course. Official grades are available on designated college web sites.

Grade Key

<table>
<thead>
<tr>
<th>Letter</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 the approved time period will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract.

C. A student's eligibility for financial aid may be jeopardized by an incomplete grade. Refer to the Standards of Satisfactory Academic Progress for details.
2.3.3 Grading

3. Repeating a Course/Improving a Grade

Students who wish to improve a previously earned grade, students may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt to improve a grade. (A “W” or “Y” is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) and credit for repeated courses taken at the same college will automatically be excluded from the grade point calculation. However, if the course(s) were taken at a different Maricopa Community College, students must submit a repeated course petition and an electronic official transcript(s), from that college to the Admissions and Records Office/Office of Student Enrollment Services at the college where the repeated course is to be excluded. Students receiving federal financial assistance and/or benefits should follow up with the Office of Financial Aid and/or Veterans’ Services regarding their policies for repeated courses. All enrollments in a course will appear on the transcript. Check individual courses and programs for exceptions.

4. Credit/No Credit Courses (P/Z)

A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).

B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See "Important Deadlines for Students".

C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.

D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.

E. It is the student’s responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.

Advisory Note: Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.

5. Audit Courses

A. Auditors are those who enroll in a course for the sole purpose of obtaining information; they receive no credit, grades, homework, or tests. If an auditor wishes to earn credit, he or she must change from audit status to credit status within the first week. If a student wishes to audit a course for which he or she is enrolled for credit, the change must be made within the first five (5) weeks of a semester. Auditors are subject to the same attendance policies as other students and must meet the same prerequisite requirements or obtain approval of the instructor. See the fee schedule for charges. Financial aid is not available for audited courses.

B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly and appear in the "Important Deadlines for Students".
## Important Deadlines for Students

### 6. Important Deadlines for Students (See Appendix S-12)

<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>1st Day of Class</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>2nd Calendar Day</td>
<td>1st Day of Class</td>
<td>5th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Four Weeks (22 to 28 days)</td>
<td>9th Calendar Day</td>
<td>17th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>7th Calendar Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five Weeks (29 to 35 days)</td>
<td>12th Calendar Day</td>
<td>23rd Calendar Day</td>
<td>4th Calendar Day</td>
<td>9th Calendar Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Weeks (36 to 42 days)</td>
<td>14th Calendar Day</td>
<td>29th Calendar Day</td>
<td>5th Calendar Day</td>
<td>11th Calendar Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Weeks (43 to 49 days)</td>
<td>17th Calendar Day</td>
<td>35th Calendar Day</td>
<td>5th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>12th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Eight Weeks (50 to 56 days)</td>
<td>20th Calendar Day</td>
<td>41st Calendar Day</td>
<td>6th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>15th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Nine Weeks (57 to 63 days)</td>
<td>23rd Calendar Day</td>
<td>46th Calendar Day</td>
<td>7th Calendar Day</td>
<td>4th Calendar Day</td>
<td>17th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Ten Weeks (64 to 70 days)</td>
<td>26th Calendar Day</td>
<td>52nd Calendar Day</td>
<td>8th Calendar Day</td>
<td>4th Calendar Day</td>
<td>19th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Eleven Weeks (71 to 77 days)</td>
<td>29th Calendar Day</td>
<td>58th Calendar Day</td>
<td>9th Calendar Day</td>
<td>5th Calendar Day</td>
<td>21st Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Twelve Weeks (78 to 84 days)</td>
<td>32nd Calendar Day</td>
<td>63rd Calendar Day</td>
<td>10th Calendar Day</td>
<td>5th Calendar Day</td>
<td>23rd Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Thirteen Weeks (85 to 91 days)</td>
<td>35th Calendar Day</td>
<td>70th Calendar Day</td>
<td>10th Calendar Day</td>
<td>5th Calendar Day</td>
<td>25th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Fourteen Weeks (92 to 98 days)</td>
<td>38th Calendar Day</td>
<td>76th Calendar Day</td>
<td>11th Calendar Day</td>
<td>6th Calendar Day</td>
<td>27th Calendar Day</td>
<td></td>
</tr>
<tr>
<td>Fifteen Weeks (99 to 105 days)</td>
<td>41st Calendar Day</td>
<td>82nd Calendar Day</td>
<td>12th Calendar Day</td>
<td>6th Calendar Day</td>
<td>28th Calendar Day</td>
<td></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 of class</td>
</tr>
</tbody>
</table>

Deadlines are based on calendar days and begin with the first day of class.
2.3.4 Academic Probation (Progress)

1. **Probation**

A student will be placed on academic probation if, after completion of twelve (12) or more credit hours, the student's cumulative grade point average is less than:

<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.

2.3.5 Instructional Grievance Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures.

The appeal process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

**Appendix S-6: Instructional Grievance Process**

A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing or assignments, shall discuss the issue first with the faculty member involved. This conference shall be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, sex, gender identity, national origin, citizenship status (including document abuse), gender, age, disability, veteran status, genetic information, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.

Steps for students to follow:

1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written grievance with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written grievance must be filed within ten working days following the previous deadline. The written grievance will be given to the faculty member five days before any official meetings are convened.
### 2.3.5 Instructional Grievance Process

2. Upon receipt of a written grievance, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a grievance which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written grievance will be made available to the faculty member.

3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written grievance with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/center administrative officer will meet with the student, faculty member, the College Faculty Senate President if requested by the faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.

4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.

5. Instructional grievances are resolved at the college level. The District Office is not an avenue of appeal for the instructional grievance process.

**Note:** The grievance process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued.

### 2.3.12 Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8.

**Appendix S-8: Non-Instructional Complaint Resolution Process**

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. Steps for students to follow:

1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.

3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.
2.3.12 Non-Instructional Complaint Resolution Process

4. If the complaint is not resolved at this level within ten (10) working days, the student should forward to the Vice President of Student Affairs or Designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.

5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

2.3.6 Withdrawal

To withdraw from a course or courses from the college, students must follow approved procedures (See Appendix S-7). The Office of Admissions and Records provides information about the withdrawal process. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services.

Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

Appendix S-7: Student and Faculty Withdrawal Procedures

Student Withdrawal Procedures

1. Withdrawal from Specific Courses

   A student may officially withdraw from specific courses in the following ways:

   A. Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing – not computed in the grade point average) will be assigned.

   B. After the 7th week*, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing--not computed in the grade point average) or Y (withdrawn, failing--computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.

   C. A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

   * The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

2. Complete Withdrawal from College

   Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

   A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. Withdrawals completed after this time will result in a grade of W (withdrawn, passing – not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).
2.3.6 Withdrawal

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

3. Withdrawal of Financial Aid Students

In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school.

Faculty Withdrawal Procedures

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus (see AR 2.3.2). Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. A grade of W will be assigned through the 7th week*. After the 7th week*, a grade of W or Y will be assigned. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code.

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

2.3.7 Academic Renewal

Students who are returning to this college after a separation of five (5) years or more from the Maricopa Community College District, may petition for academic renewal. The request must be in writing and submitted to the Admissions and Records Office/Office of Student Enrollment Services at the college where the grades were earned.

Academic renewal at one of the Maricopa 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," "C" will have the associated credit hours counted in the total credit hours earned. Such credit will not be computed in the grade point average.

3. All course work will remain on the student's permanent academic record, ensuring a true and accurate academic history.

4. The academic renewal policy may be used only once at each college and cannot be revoked once approved.

5. Students who have been granted Academic Renewal must also meet the Financial Aid Standards of Academic Progress if they wish to receive financial aid.
2.3.8 Honors Program

Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program and available scholarships, including the Chancellor's, Foundation's, and President's Scholarships.

President’s Honor List

The President’s Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher.

2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

I. Sex Discrimination and Sexual Harassment

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . . .” 20 USC §1681 / 34 C.F.R. Part 106.

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law. Discrimination under this policy is an unequal treatment of a student based on the student's actual or perceived gender, sexual orientation, or pregnancy. This policy prohibits sexual harassment and discrimination in any college education program or activity, which means all academic, educational, extracurricular, athletic and other programs.

This policy is subject to constitutionally protected speech rights and principles of academic freedom. Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

A. Sexual Harassment

Any unwelcome verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any MCCCD educational program or activity. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for allegations of sexual harassment under this policy. Sexual harassment can occur regardless of the relationship, position or respective sex of the parties. Sexual harassment includes hostile environment harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, dating violence, and stalking. Same sex sexual harassment violates this policy. Sexual harassment by and between students; employees and students; and campus visitors and students is prohibited by this policy.

Depending on the particular circumstances, sexual harassment may include, but is not limited to, the following:

1. Physical assaults of a sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, poking, or brushing against another individual's body in a sexual manner.

2. Offering or implying an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.
3. Threatening or taking a negative educational action (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity) or intentionally making the individual's academic work more difficult because sexual conduct is rejected.

4. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.

5. Explicit sexual comments by one or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.

6. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student's sexuality or sexual experience. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational environment that is hostile or abusive. A single incident involving severe misconduct may rise to the level of sexual harassment.

B. Hostile Environment Harassment

Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that is sufficiently serious (i.e., Severe, pervasive, or persistent) and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

A hostile environment can be created by anyone involved in a college program or activity (e.g., Administrators, faculty members, students, and campus visitors or contractors). Mere offensiveness is not enough to create a hostile environment. Although repeated incidents increase the likelihood that harassment has created a hostile environment, a serious incident, such as a sexual assault, even if isolated, can be sufficient.

In determining whether harassment has created a hostile environment, consideration will be made not only as to whether the conduct was unwelcome to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as objectively offensive. Also, the following factors will be considered:

A. The degree to which the conduct affected one or more students' education;
B. The nature, scope, frequency, duration, and location of incident or incidents;
C. The identity, number, and relationships of persons involved;
D. The nature of higher education.

C. Sexual Assault

An act involving forced or coerced sexual penetration or sexual contact.

D. Inducing Incapacitation For Sexual Purposes

Using drugs, alcohol, or other means with the intent to affect, or having an actual effect on, the ability of an individual to consent or refuse to consent to sexual contact.

E. Sexual Exploitation

Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and such behavior does not otherwise constitute a form of sexual harassment under this policy. Examples of behavior that could rise to the level of sexual exploitation include:

A. Prostituting another person;
B. Non-consensual visual (e.g., Video, photograph) or audio-recording of sexual activity;
2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

C. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;

D. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);

E. Engaging in non-consensual voyeurism;

F. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;

G. Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals;

H. Possessing, distributing, viewing or forcing others to view obscenity.

F. Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors:

A. The length of the relationship;
B. The type of relationship;
C. The frequency of interaction between the persons involved in the relationship.

G. Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

H. Consenting To Sexual Activity

Consent is clear, knowing, and voluntary; it is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in sexual activity.

Consent to one form of sexual activity cannot imply consent to other forms of sexual activity. Previous relationships or consent cannot imply consent in future sexual acts. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion.

Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When people make clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive. In order to give effective consent, one must be age 18 or older.

If you have sexual activity with someone you know to be – or should know to be – mentally or physically incapacitated, you are in violation of this policy. Incapacitation is a state where one cannot make a rational, reasonable decision because one lacks the ability to understand the who, what, where, why or how of that person's sexual interaction.

II. Definitions

Alleged Victim: The person who is the victim of any alleged sexual harassment or discrimination in violation of this policy.

Complainant: A person who has experienced or witnessed, or otherwise knows of sexual harassment or discrimination in violation of this policy and files a formal complaint pursuant to this policy.
2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

Respondent: The person who is alleged to have engaged in sexual harassment or discrimination prohibited under this policy.

Title IX Coordinator: The vice president of student affairs serves as each respective college's Title IX coordinator. The Title IX coordinator is the individual responsible for providing education and training about discrimination and sexual harassment to the college community and for receiving and investigating allegations of discrimination and sexual harassment in accordance with this policy. The Title IX coordinator is authorized to designate other appropriately trained individuals to investigate discrimination and sexual harassment complaints and reports as deemed appropriate. The contact information for the Title IX coordinator at each college may be found at http://www.Maricopa.Edu/studentaffairs/studentaffairsatyourcollege.Php

III. Reporting Discrimination

A. Bystander

No student or employee should assume that an official of the college knows about a particular situation. The college encourages any student who feels he or she has been discriminated against or harassed in violation of this policy to promptly report the incident to the Title IX coordinator. Any student who knows of discrimination or sexual harassment prohibited under this policy that is experienced by another student should report that information to the Title IX coordinator. Before a student reveals information, college employees will try to ensure that the student understands the employee’s obligations and, if the student wishes to maintain confidentiality, direct the student to confidential resources. A student may choose to make a full report or request confidentiality as he or she determines.

All members of the college community are expected to adhere to this policy, to cooperate with the procedures for responding to complaints of discrimination and harassment, and to report conduct or behavior they believe to be in violation of this policy to the Title IX coordinator. A duty to report conduct or behavior that violates this policy is imposed on all administrators, supervisors, faculty members, and persons in positions of authority. Such employees perform their duty to report by reporting the conduct or behavior to the Title IX coordinator.

B. College Complaints and Reporting

Any person who has experienced, witnessed, or otherwise knows of sexual harassment or discrimination prohibited under this policy is to report such conduct to the college's Title IX coordinator. The Title IX coordinator is trained to help you find the resources you might need, to explain all reporting options, and to respond appropriately to conduct of concern. Such conduct is to be reported to the Title IX coordinator as soon as possible after it occurs. The Title IX coordinator tracks all reports of sexual harassment or discrimination.

There are several avenues available for any person who experiences, witnesses, or otherwise knows of sexual harassment or discrimination to report such conduct:

- Leave a private voice message for the Title IX coordinator;
- Send a private email to the Title IX coordinator;
- Mail a letter to the Title IX coordinator’s office;
- Visit the Title IX coordinator (although it is best to make an appointment first to ensure availability);
- File a formal complaint pursuant to this policy;
- Report to another trusted college official (e.g., Faculty member, coach, advisor) who will provide information as required under the policy to the Title IX coordinator.

If there is an allegation of conduct in violation of this policy about the Title IX coordinator or any staff member who is part of the vice president of student affairs’ office, that allegation should be lodged with the president of the college. The president will appoint another trained individual to take the place of the Title IX coordinator for purposes of the allegation.
2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

C. Retaliation Prohibited

Retaliation occurs when adverse action is taken against a student or employee because he or she has engaged in protected activity such as filing a complaint of discrimination or harassment. Retaliation may be found even when the underlying charge does not constitute discrimination or harassment in violation of this policy, and all persons who participate in a discrimination or harassment proceeding, not only the complaining party, are protected against retaliation. A retaliatory adverse action is an action taken to deter a reasonable person from opposing a discriminatory or harassing practice, or from participating in a discrimination or harassment proceeding, or more generally, from pursuing that person's rights.

D. Criminal Reporting

Please remember that if someone is in immediate danger or needs immediate medical attention, the first place to report is 911. You may also report to college safety or local law enforcement. Some forms of discrimination and harassment may also be crimes. For example, sexual assault, stalking and rape are crimes. Criminal reports should be made to law enforcement, even if it is uncertain whether the particular conduct is a crime. Calling local law enforcement can help you: obtain emergency and nonemergency medical care; get immediate law enforcement response for your protection; understand how to provide assistance in a situation that may escalate to more severe criminal behavior; arrange a meeting with victim advocate services; find counseling and support; initiate a criminal investigation; and answer questions about the criminal process.

E. Confidentiality of Complaints and Reports

Parties in these processes, including the alleged victim, respondent, complainant and witnesses, have privacy rights and reasonable expectations of confidentiality in the investigation of matters subject to this policy. In addition, the integrity of the process depends on ensuring reasonable expectations of confidentiality. The Title IX coordinator or investigator will keep confidential the complaint, report, witness statements, and any other information provided by the alleged victim, respondent, complainant or witnesses, and will disclose this information only to the alleged victim, complainant, respondent, or witnesses as necessary to give fair notice of the allegations and to conduct the investigation; to law enforcement consistent with state and federal law; to other college officials as necessary for coordinating interim measures or for health, welfare, and safety reasons; and to government agencies who review the college's compliance with federal law. The written investigation report and any written decision will be disclosed only to the alleged victim, complainant, respondent, Title IX coordinator, and discipline authority. In the case of employees, the discipline authority is the college administrator with the authority to impose sanctions in accordance with applicable employment policies. In the case of students, the discipline authority is the vice president for student affairs and college officials as necessary to prepare for subsequent proceedings (e.g., College president and MCCCD legal counsel).

F. Anonymous Reporting

The Title IX coordinator accepts anonymous reports of conduct alleged to violate this policy and will follow up on such reports. The individual making the report is encouraged to provide as much detailed information as possible to allow the Title IX coordinator or investigator to inquire into or investigate the report, and respond as appropriate. The Title IX coordinator or investigator may be limited in the ability to follow up on an anonymous report unless sufficient information is furnished to enable the Title IX coordinator or investigator to conduct a meaningful and fair inquiry or investigation.
2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

IV. Rights of Parties

A. Alleged victim: the alleged victim has the right to:

1. An inquiry and appropriate resolution of all credible allegations of sexual harassment, discrimination, and sexual violence made in good faith to the Title IX coordinator.
2. Be treated with respect by college officials.
3. Have the same opportunity as the respondent to have others present (in support or advisory roles) during an investigation.
4. Report sexual harassment, discrimination, and violence to both on-campus and off-campus authorities.
5. Be informed of the investigation findings and imposed sanctions at the same time as the respondent.
6. Be informed of and afforded access to available counseling, mental health, physical health or student services for victims of sexual harassment, discrimination, and violence.
7. Have notification of and options for, and available assistance in, changing academic and living situations after an alleged act of sexual harassment or discrimination prohibited under this policy, if so requested by the alleged victim and if such changes are reasonably available. No formal complaint, or investigation--campus or criminal--need occur before this option is available. Accommodations may include:
   • Change of on-campus student's housing to a different on-campus location;
   • Assistance from college support staff in completing relocation;
   • Arranging to dissolve a housing contract and pro-rating a refund;
   • Exam, paper, or assignment rescheduling;
   • Taking an incomplete in a class;
   • Transferring class sections;
   • Temporary withdraw from institution;
   • Alternative course completion options.
8. Not have irrelevant prior sexual history admitted as evidence in an investigation.
9. Make a victim-impact statement available to the investigator and decision-maker.
10. Access to available protection against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others.
11. Have allegations of sexual misconduct that might be criminal in nature responded to quickly and with sensitivity by campus law enforcement.
12. Seek reconsideration of the finding of the investigation and any sanction imposed.
13. Review all documentary evidence collected, used, and disseminated during the investigation and sanctioning process.
14. Petition that any member of the investigative process be removed on the basis of demonstrated bias.
15. Have an advocate or advisor present at all phases of the investigation.
16. Present relevant witnesses to the investigator and decision-maker, including expert witnesses.
17. Be fully informed of campus conduct rules and procedures as well as the nature and extent of all alleged violations.
2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

18. Have MCCCD compel the presence of student, faculty, and staff witnesses.
19. Written notice of the investigation, findings and sanctions.
20. Challenge documentary evidence obtained during the investigation.
21. Be informed in advance of any public release of information regarding the investigation.
22. Give consent for the release of any personally identifiable information contained in the investigation.

B. Immediate Action and Interim Measures

The college may take interim measures to assist or protect the parties during the inquiry or investigation process, as necessary and with the alleged victim’s consent. Such measures for an alleged victim may include arranging for changes in class schedules or living arrangements, issuing a no-contact order, obtaining counseling, and modifying test schedules or other class requirements temporarily.

C. Respondent: The Respondent Has The Right To:

1. An inquiry and appropriate resolution of all credible allegations of sexual harassment, discrimination, and sexual violence made in good faith to the Title IX coordinator.
2. Be treated with respect by college officials.
3. Have the same opportunity as the alleged victim to have others present (in support or advisory roles) during an investigation.
4. Be informed of and have access to campus resources for medical, counseling, and advisory services.
5. Be fully informed of the nature, rules, and procedures of the investigation process, and to thorough and timely written notice of all alleged violations, including the full nature of the violation and possible sanctions.
6. Protections of due process required by local, state, or federal law.
7. Not have irrelevant prior sexual history admitted as evidence in an investigation.
8. Make an impact statement available to the investigator and decision-maker.
9. Seek reconsideration of the finding of the investigation and any sanction imposed.
10. Review all documentary evidence collected, used, and disseminated during the investigation and sanctioning process.
11. Present relevant witnesses to the investigator and decision-maker, including expert witnesses.
12. Petition that any member of the investigative process be removed on the basis of demonstrated bias.
13. Have MCCCD compel the presence of student, faculty, and staff witnesses.
14. Challenge documentary evidence obtained during the investigation.
15. Have an advocate or advisor present at all phases of the investigation.
16. An outcome based solely on evidence presented during the investigation. Such evidence should be credible, relevant, based in fact, and without prejudice.
17. Written notice of the investigation, findings, and sanctions.
18. Be informed in advance of any public release of information regarding the investigation.
19. Give consent for the release of any personally identifiable information contained in the investigation.
Due process is afforded any employee, student, or visitor accused of sexual harassment or discrimination prohibited under this policy. On receipt of a formal complaint, or upon receipt of credible evidence that sexual harassment or discrimination prohibited under this policy has occurred, an immediate preliminary inquiry will be conducted to determine if there is reasonable cause to believe this policy has been violated. A preliminary inquiry shall be concluded within ten working days following the determination that such reasonable cause exists; however, it may be re-opened in the event additional evidence of a violation of this policy is later discovered. If, following a preliminary inquiry, such reasonable cause is found, a prompt, thorough, impartial investigation will be conducted by a qualified, authorized investigator. An investigation will be conducted using a preponderance of evidence standard. A preponderance of evidence standard means that an investigator will conclude that sexual harassment or discrimination occurred only if the results of the investigation demonstrate it is more likely than not that such conduct took place. If the investigator's final decision is that sexual harassment or discrimination prohibited under this policy occurred, the college will take immediate action to eliminate the harassment or discrimination, prevent its recurrence, and address its effects. Remedies for the victim of sexual harassment or discrimination will also be sought. Violations of this policy may result in disciplinary action up to and including termination for employees; sanctions up to and including suspension or expulsion for students; and appropriate sanctions against campus visitors. This policy applies to prohibited conduct that impacts the educational environment, whether it occurs on or off campus, and covers students, employees, and visitors.

A. Sex Discrimination Grievance Procedures for Students

The purpose of these procedures is to provide a prompt and equitable resolution for allegations of discrimination as prohibited under this policy. Persons believing that they have been subjected to or witnessed, or otherwise know of discrimination or harassment on any of these bases may file a complaint with the college. These procedures address allegations of discrimination or sexual harassment as prohibited under this policy. The procedures also address allegations of retaliation against those who have opposed practices forbidden under the policy, those who have made allegations of discrimination or harassment under the policy, and those who have testified or otherwise participated in enforcement of the policy.

B. Mediation

Alleged victims who believe they have been discriminated against or harassed may choose in certain circumstances to resolve their allegations through mediation. Mediation is an informal and confidential process where parties can participate in a search for fair and workable solutions. An alleged victim may choose to ask the Title IX coordinator to assist in the mediation process.

Allegations that are addressed through mediation are not required to be made in writing. The parties may agree upon a variety of resolutions such as modification of work assignment, training for a department, or an apology. Parties may agree to a resolution that is oral or embodied in a written agreement. With a written agreement, the parties may elect to file it with the Title IX coordinator in the event enforcement becomes necessary. Once both parties reach a mediated agreement, it is final and cannot be the basis of a request for reconsideration. The Title IX coordinator or either party may at any time, prior to a final agreement, decide that attempts at mediation have failed. Upon such notice, the Title IX coordinator may conduct a preliminary inquiry to determine whether this policy has been violated. The mediation process may not be used if the alleged conduct constitutes criminal conduct.
C. **Formal Complaint Process**

A person who has experienced, witnessed, or otherwise knows of sexual harassment or discrimination in violation of this policy may file a formal complaint by contacting the Title IX coordinator at each respective college or center. A complainant may file a formal complaint either orally or in writing. The Title IX coordinator will accept formal complaint filings within 300 calendar days of the most recent occurrence of the alleged discriminatory act.

The complainant's documentation in support of a formal complaint should clearly and concisely identify the action, decision, conduct, or other basis that constituted an alleged act or practice of discrimination prohibited under this policy. Upon receipt of a formal complaint, the Title IX coordinator will notify the college president and the office of general counsel. The office of general counsel will assign a case number to the formal complaint.

A copy of the formal complaint will be shared with the respondent within five (5) working days of receipt by the Title IX coordinator. The respondent will be put on notice that retaliation against the complainant, alleged victim, or potential witnesses will not be tolerated and that an investigation will be conducted.

The respondent must provide a written response to the formal complaint within fifteen (15) calendar days of his or her receipt of the formal complaint.

After either accepting a formal complaint or receiving credible evidence that discrimination has occurred, and determining after a preliminary inquiry that there is reasonable cause to believe this policy has been violated, the Title IX coordinator will:

- Designate an investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response) and interviews with appropriate employees and students. The Title IX coordinator may serve as investigator;
- Determine the identity and contact information of the complainant;
- Identify the correct policies allegedly violated;
- Conduct a thorough, reliable, and impartial investigation;
- Complete the investigation promptly (within 60 calendar days, unless—owing to the complexity of the investigation or the severity and extent of the alleged conduct--more time is necessary to complete the investigation);
- Make findings based on the preponderance of evidence; and
- Present the findings to the Title IX coordinator, who will deliver the findings, in writing, within ten (10) working days, to the president, with a recommendation as to the disposition of the matter.

The president shall accept, reject, or modify the recommendation, and provide a written notification of his or her action, along with the findings presented by the Title IX coordinator, to the complainant, alleged victim, and respondent within fifteen (15) calendar days of receiving the findings and recommendation from the Title IX coordinator.

Evidence which is collateral to the allegations of discrimination or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures.

D. **Maintenance of Documentation**

Documentation resulting from each level in the formal complaint process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the office of general counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.
E. Right to Assistance

A complainant, alleged victim or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under the formal complaint process. Such person may attend any investigative interview and advise the complainant, alleged victim or respondent but shall not otherwise participate in the interview. The investigator shall direct communications directly to the complainant, alleged victim and respondent, and not through such individual’s attorney or other person providing assistance.

F. Time Frame and Grounds for Filing a Request for Reconsideration

A complainant, alleged victim or respondent who is not satisfied with the decision of the president has ten (10) working days to request, in writing, reconsideration of the decision by the maricopa community college district's executive vice chancellor and provost. There are four grounds upon which a request for reconsideration may be made: (1) the party has new information, unavailable at the time of the investigation; (2) the party has procedural concerns that may change or affect the outcome of the determination; (3) the party perceives that there was insufficient evidence to support the investigators findings; or (4) the party perceives any action taken by the president to be too severe. The executive vice chancellor and provost will review the findings of the investigation and recommendation of the Title IX coordinator, and respond to the request for reconsideration within ten (10) working days from its receipt. The Title IX coordinator shall ensure that, prior to acting on any request for reconsideration, the executive vice chancellor and provost has been fully briefed regarding every component of this policy. If the executive vice chancellor and provost determines that the investigation was not conducted in a fair manner, or that the determination is not consistent with the evidence, or that any disciplinary action is not commensurate with the allegations, the case file will be reopened and assigned for further investigation. If the executive vice chancellor and provost concludes that the investigation was conducted in a proper manner, that the determination is consistent with the evidence, and that any disciplinary action is commensurate with the allegations, he or she will—in writing—certify that the executive vice chancellor and provost has read and thoroughly considered all of the information collected in the investigation, certify that the investigation was conducted in a proper manner and the decision is consistent with the evidence, and deny the request for reconsideration. The written certifications and decision by the executive vice chancellor and provost shall be delivered to the complainant, alleged victim, and respondent promptly after they are issued. At this point, or if no request for reconsideration is made, the investigation into alleged discrimination under this policy is concluded.

G. External Filing of Discrimination Complaint

MCCCD encourages students to use the due process under this policy to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights
U.S. Department of Education
Denver office
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: ocr.Denver@ed.Gov
**2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students**

**5.1.9 Examples of Policy Violations**

It shall be a violation of MCCCD's Sexual Harassment Policy for any employee, student or campus visitor to:

1. Make unwelcome sexual advances to another employee, student or campus visitor;
2. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
3. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
   A. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
   B. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
4. Engage in verbal or physical conduct of a sexual nature that:
   A. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
   B. Creates an intimidating, hostile or offensive work or academic environment;
5. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
6. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);
7. Engage in other sexually harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), sexually degrading words to describe an individual, sexually offensive comments, sexually suggestive language or jokes, innuendoes, and sexually suggestive objects, books, magazines, computer software, photographs, cartoons or pictures. Other sexual misconduct may include sexual exploitation, stalking, and gender-based bullying.
8. Treat a complainant or witness of sexual harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation.

**5.1.10 Additional Policy Violations**

Supervisors, managers, administrators and faculty who disregard or fail to report allegations of sexual harassment (whether reported by the person who is the subject of the sexual harassment or a witness) are in violation of this policy.

**5.1.11 Responsibility for Policy Enforcement**

Employees and students must avoid offensive or inappropriate sexual and/or sexually harassing behavior at work or in the academic environment.

Employees and students are encouraged (but not required) to inform perceived offenders of this policy that the commentary/conduct is offensive and unwelcome.
2.4.4 (see also 5.1.8) Sexual Harassment Policy for Employees and Students

5.1.12 Complaints

1. Employees

Employees who experience sexual harassment at work (by a supervisor, co-employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa Community Colleges Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee’s supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with his or her immediate supervisor, the employee may go directly to the Maricopa Community Colleges EEO/AA Office.

2. Students

Students who experience sexual harassment or sexual assault in a school’s education program and activities (by a faculty member, administrator, campus visitor or other student) are urged to report such conduct to the Title IX Coordinator, who is the vice president of student affairs at each college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to sexual harassment complaints.

3. General — Applicable to Both Employees and Students

A. Complaints will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained in the college president’s office, Office of the Vice President of Student Affairs and the MCCCD EEO/AA Office.

B. The college/center/MCCCD will investigate all complaints in a prompt, thorough, and impartial manner.

C. Where investigation confirms the allegations, appropriate responsive action will be taken by the college/center/MCCCD.

5.1.13 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD’s legal obligation to investigate and resolve issues of sexual harassment.

5.1.14 Violations of Law

An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under MCCCD policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

5.1.15 False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

5.1.16 Retaliation Prohibited

Retaliation against an employee or student for filing a sexual harassment complaint, or participating in the investigation of a complaint, is strictly prohibited. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.
Discrimination Complaint Procedures for Students

Discrimination Complaint Procedures for Students

This procedure provides a means for resolving complaints by students who believe they have been adversely affected by illegal or prohibited discrimination by the Maricopa County Community College District (MCCCD), a member college or center, or their students or employees.

Complaints may be brought under this procedure for discrimination based on race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information. The entire college community should act promptly upon receipt of an allegation of conduct that might constitute discrimination. Any member of the college community should refer a person who might be a victim of such conduct to these procedures, as well as to the college officials responsible for conducting an investigation pursuant to these procedures.

Students who believe they are experiencing sexual harassment may submit a complaint under the Sexual Harassment Policy for Students 2.4.4. If a student has been a victim of sexual assault, a complaint may also be filed with College Public Safety (CPS).

All deadlines prescribed for Report, Informal Resolution and Formal Resolution processes may be extended by the Vice President of Student Affairs for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the parties. Notwithstanding any deadline extension, college officials should take all necessary steps to ensure prompt and equitable resolution of any complaint of discrimination.

Information related to MCCCD’s Discrimination Complaint Procedure for Students is also available from the Office of General Counsel’s Office of Public Stewardship at 480-731-8880.

Informal Resolution of Discrimination Complaints

Before filing a formal complaint under this procedure, a student may attempt to resolve the problem through informal discussions with the person claimed to have engaged in discriminatory conduct and that person’s supervisor or department head. The supervisor or department head will notify the Vice President of Student Affairs may designate an employee to provide such assistance. If a student alleges discrimination based upon physical or mental disability the Vice President of Student Affairs, who is designated at each college as the ADA/504 Coordinator or the Associate Vice Chancellor of Student Affairs who is designated as the district ADA/504 Coordinator, will assist directly in the informal resolution process. Each Vice President and the Associate Vice Chancellor has knowledge of the ADA/504 regulations applicable to students with disabilities. The Vice President of Student Affairs may modify or reject an informal resolution of a complaint of discriminatory conduct under this process if, in the judgment of the Vice President, the resolution that is proposed is not in the best interests of both the student and the institution. The Vice President shall take such action no later than fifteen (15) calendar days after receiving notice of the informal resolution.

Attempts to informally resolve alleged discrimination should occur within ninety (90) calendar days of the most recent alleged discriminatory act. The college official responsible for this informal resolution process should ensure that the process is concluded promptly. For complaints dealing with alleged discrimination beyond the 90-day timeframe, a student must submit a complaint under the formal resolution procedure of this policy.

If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a complaint to proceed under formal resolution procedures.
Discrimination Complaint Procedures for Students

Formal Resolution of Discrimination Complaints

A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Vice President of Student Affairs at each respective college or center. If a student alleges discrimination based upon physical or mental disability, he or she may submit a formal complaint with the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs or designee. The Vice President of Student Affairs or district Associate Vice Chancellor of Student Affairs or designee will accept complaint filings.

A complaint may be submitted by the student and verbally or in writing. A student may also contact the Office of General Counsel to obtain the name and phone number of the college or center official designated to respond to discrimination complaints.

The complaint must identify the action, decision, conduct, or other basis that the student believes is unlawful or MCCCD prohibited discrimination.

Upon receipt of a complaint, the Vice President of Student Affairs or the Associate Vice Chancellor will notify the college president or provost and the Office of General Counsel.

A copy of the complaint will be shared with the respondent within five (5) working days of receipt by the Vice President of Student Affairs. Respondent will be put on notice that retaliation against the complainant or potential witnesses will not be tolerated and that an investigation will be conducted. If the student submits a written complaint, the Vice President or the district Vice Chancellor need not share with the respondent the actual form submitted by the student, but may paraphrase the allegations sufficiently to allow the respondent to draft a response.

Respondent must provide a written response to allegations within fifteen (15) calendar days of his or her receipt of the complaint.

After accepting a complaint, the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs will designate a complaint investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response), and interviews with appropriate employees and students. The interviews will include all witnesses identified by all parties. If the complaint alleges discrimination based upon mental or physical disability the investigator designated by the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs must have knowledge of ADA/504 regulations applicable to student with disabilities. 34 C.F.R. §104.4 ET. SEQ.; 28 C.F.R. §35.130 ET. SEQ. The Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs may serve as complaint investigator. The complaint investigator shall promptly complete the investigation and deliver to the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs the investigator’s written findings and the results of the investigation, including summaries of all interviews and all documents received as part of the investigation. In no event shall this occur later than ninety (90) calendar days following receipt of the complaint. Within ten (10) working days following receipt of the results of the investigation from the complaint investigator, the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs will submit to the President or Provost the investigator’s written findings and the Vice President’s recommendations as to the disposition of the complaint.

The president or provost will accept, reject, or modify the recommendations and will provide a written notification of his or her action to the student and respondent along with a copy of the investigators’ written findings and the Vice President’s or district Associate Vice Chancellor’s recommendations within fifteen (15) calendar days of receiving the written findings and recommendations from the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs.

When the investigation confirms the allegations, appropriate corrective action will be taken. Evidence which is collateral to the allegations of discrimination and/or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures. Both complainant and respondent receive notice of the outcome. The institution will take appropriate steps to prevent further occurrences.
Discrimination Complaint Procedures for Students

Interim Measures
If a student alleges discrimination based on physical or mental disability, the district may take interim measures to assist or protect the student during an investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

MCCCD Administrative Review Process

Request for Reconsideration
A student or respondent who is not satisfied with the decision of the president or provost has ten (10) working days to request, verbally or in writing, administrative review of the decision by his or her college president or provost. The request for administrative review must state reasons why the complainant or respondent believes the finding was improper. The president or provost will review the results of the investigation and written findings and respond to the request within ten (10) working days from receipt of the request. If the president or provost determines that the decision is not supported by the evidence, the case file will be reopened and assigned for further investigation. If the president or provost determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will deny the request for administrative review. At this point, the student has exhausted the Internal Discrimination Complaint Procedure.

Complaint Process
Faculty, staff and all other college officials should refer any student seeking to make a complaint of discrimination to the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs. Every student complaint of discrimination shall be investigated under the authority of the Vice President of Student Affairs or the district Associate Vice Chancellor of Student Affairs in accordance with these Procedures. The Vice President of Student Affairs and any complaint investigator who participates in a complaint resolution pursuant to these Procedures shall administer every resolution process in an impartial manner, and shall fully consider all facts discovered in the course of any investigation before a resolution is reached. Each party in any complaint resolution shall have full opportunity to present all information and documentation the party feels is germane to the complaint. At no time shall a student who has made an allegation of discrimination under these Procedures be asked or required in any way by a college official to engage in any direct confrontation with any person alleged to have committed an act of discrimination. The Vice President shall ensure that every effort is made to obtain information from each witness to every act of alleged discrimination or from any other person possessed of information that is relevant and material to the complaint resolution. The Vice President of Student Affairs shall ensure that all appropriate corrective action that is warranted as a result of any complaint resolution will be taken, and shall employ best efforts to ensure that the college prevents recurrence of discrimination in the future.

Maintenance of Documentation
Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student’s record.

Right to Assistance
A student or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under this Internal Discrimination Complaint Procedure. Such person may attend any investigative interview and advise the complainant or respondent but shall not otherwise participate in the interview. The complaint investigator shall direct communications directly to the complainant and respondent, and not through such individual’s attorney or other person providing assistance.
Discrimination Complaint Procedures for Students

Confidentiality of Proceedings
Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD’s legal obligation to investigate and resolve issues of discrimination.

Retaliation Prohibited
Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action.

False Statements Prohibited
Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline.

External Filing of Discrimination Complaint
MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR)
Denver Office
U.S. Department of Education
Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: OCR_Denver@ed.gov

2.4.6 Emissions Control Compliance
Pursuant to ARS §15-1444 C. no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student’s vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner’s expense.
2.4.8 Petition Signature Solicitation

1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.

2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.

3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.

4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in Appendix S-14.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

In contrast to traditional public forums such as a public square, park, or right of way, Maricopa’s campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution’s mission-based priorities – including but not limited to the need to provide an environment conducive to teaching and learning.

Policy

This administrative regulation governs use of the college grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of college facilities is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of college grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.
2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible College Official with delegable authority to approve, locate, and schedule use of college grounds.

**Permit Application:** Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible College Official in advance of the use date.

If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, “low-impact, non-commercial activities” are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

**Designated Areas:** Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

**Use Fees and Proof of Insurance:** To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College’s Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

**Permits:** The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.
2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

Priorities and Criteria for Approval of Permits: The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

Scheduling Priorities (in order):
1. The use of facilities and grounds for the operations of the College. For example, there are times when the college is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.
5. Commercial advertising or activities.

Criteria:
1. Capacity of campus grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of Campus Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies:
This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.
Specific procedures on how to implement the Use of Campus Grounds regulation can be found in Appendix S-15.

2.4.10 Children on Campus
Children (younger than 18) may not attend any class unless they are officially registered for the class. Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.

2.4.11 Crime Awareness and Campus Security Act
Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.
2.4.12 Workplace Violence Prevention

Purpose
It is the policy of the Maricopa County Community College District to promote a safe environment for its employees, students, contractors, and visitors. MCCCD is committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

Policy
Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities is prohibited and will not be tolerated. It is the responsibility of all employees, students, contractors, and visitors of MCCCD to report any occurrence of such conduct to MCCCD Public Safety. Every employee, student, contractor, and visitor on MCCCD property should report threats or acts of physical violence and acts of harassment, intimidation, and other disruptive behavior of which he/she is aware. All reports will be taken seriously and will be investigated by public safety immediately in order to protect everyone from danger. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

Prohibited Behavior
For example, and without limiting the generality of the foregoing statement, this policy prohibits:

- direct threats or physical intimidation
- implications or suggestions of violence
- stalking
- assault of any form
- physical restraint, confinement
- dangerous or threatening horseplay
- loud, disruptive, or angry behavior or language that is clearly not part of the typical work environment
- blatant or intentional disregard for the safety or well-being of others
- commission of a violent felony or misdemeanor on MCCCD property
- abuse
- violation of a protective order or restraining order
- any other act that a reasonable person would perceive as constituting a threat of violence

This list is illustrative only and not exhaustive.

Future Violence
Employees, students, and visitors who have reason to believe they, or others, may be victimized by a violent act or sometime in the future, at the workplace or as a direct result of their relationship with MCCCD, shall inform a supervisor or manager as soon as possible. The supervisor or manager shall inform the Public Safety Department. Students, contractors, and visitors shall contact the Public Safety Department as soon as possible.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy to the Department Director, Human Resources, and Public Safety. Students shall supply a copy of the signed order to the Public Safety Department.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the MCCCD. Individuals who commit such acts may be removed from the premises and may be subject to disciplinary action, criminal penalties, or both. The Chancellor is hereby instructed to enact all administrative regulations necessary to implement this policy.
2.4.13 Student Right To Know

Under the terms of the Student Right To Know Act, the college must maintain and report statistics on the number of students receiving athletically related student aid reported by race and sex, the graduation rate for athletes participating in specific sports reported by race and sex, the graduation rate for students in general, reported by race and sex and other similar statistics. To obtain copies of these reports, contact the Office of Admissions and Records.

2.4.5 Copyright Act Compliance

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

3.2 Copyright Regulation

1. It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). Though there continues to be controversy regarding interpretation of the Copyright Law, this policy represents a sincere effort by the Board to operate legally within the District.

2. The Governing Board directs the Chancellor or his designee(s) to develop and distribute to employees guidelines that (1) clearly discourage violation of the Copyright Law and (2) inform employees of their rights and responsibilities under the Copyright Law.

3. Each college president or provost and the Chancellor shall name an individual(s) at each district location who will assume the responsibilities of distributing copyright guidelines, act as a resource person regarding copyright matter and provide training programs on current copyright laws.

4. Employees are prohibited from copying materials not specifically allowed by the (1) copyright Law, (2) fair use guidelines, (3) Licenses or contractual agreements, or (4) other permission.

5. The Governing Board disapproves of unauthorized duplication in any form. Employees who willfully disregard this Board policy and/or the aforementioned copyright guidelines do so at their own risk and assume all liability for their actions.

6. In order to assist employees and students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

What Students Should Know About Copyright

What is Copyright?

Copyright is a protection afforded under federal law for various types of creative works. A work is copyrightable if it is an original work of authorship fixed in a tangible medium of expression. Copyrightable works include literary, musical or dramatic works; motion pictures and other audiovisual works; choreographic works and pantomimes; sound recordings; and architectural works.

The owner of a copyright in a particular work has the exclusive right to copy, display, perform, distribute, and create a derivative version of the work. Generally, then, this means that you may not do things like duplicate, show or perform a copyrighted work unless it is expressly allowed under the Copyright Act or you have the prior permission of the copyright holder.

A copyright exists in a work at the time it becomes fixed in some tangible medium of expression. Neither registration of the copyright with the federal government nor a copyright notice on the work itself is required for copyright protection.
What is Copyright Infringement?

Generally, copyright infringement occurs when you copy, display, perform, distribute or create a derivative version of a copyrightable work either without the permission of the copyright holder or when such activity is not otherwise allowed under an exception provided by federal copyright law. The penalties for infringement include significant damages—potentially in excess of $100,000 for each work infringed as well as criminal penalties, which may include fines and even incarceration.

How Does Copyright Law Affect Information I Obtain Off the Internet?

Copyright law covers works in both traditional and new media, including digital media. Copyrightable materials are often available on the Internet without any indication of their copyrighted status. As a rule of thumb, you should assume that everything you find on the Internet is copyrighted, unless otherwise labeled. Even popular activities, such as file swapping or copying software or pictures from the Internet, may be copyright infringement and should be avoided.

The Digital Millennium Copyright Act, which Congress enacted in 2000, affords greater protection for copyright holders of digital works. Generally, then, even if a work appears solely in a digital form, it is likely subject to copyright law protections.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials—most of which is subject to copyright protection.

Remember that a copyright exists in a work at the time it becomes fixed in some tangible medium of expression. That means that an image you have downloaded from the Internet, as well as a video or musical performance is almost certainly subject to copyright protection. When you download these works, transfer them to a disk or other medium, or send them to a friend, you are infringing on the rights of the copyright holder. Trafficking in such material without the permission of the copyright holder, then, violates copyright law. This includes unauthorized music file sharing over the Internet.

According to a statement recently issued by representatives of the motion picture, recording and songwriting industries, uploading and downloading copyrighted works over the Internet is theft: “It is no different from walking into the campus bookstore and in a clandestine manner walking out with a textbook without paying for it.”

Why is it Important For a Student to be Aware of Copyright Law?

Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another’s copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources—such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail—for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, “students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping.”

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the “use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.” The Standards also prohibit “transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law . . . .”

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.
2.4.5 Copyright Act Compliance

Does Copyright Law Allow Me to Download Files from a College Web Site?

Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of “reasonable and limited portions” of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be “an integral part” of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

3.4 Taping of Faculty Lectures

MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (audio/visual) their classes. Each faculty member shall inform his/her students within the first week of classes to his/her policy with regard to taping. Failure to do so will accord students the right to tape lectures.

Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation to remedy this inability. Accommodation may require a faculty member to exempt a student from his/her taping policy.

4.4 Technology Resource Standards

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public’s business, and not for private purposes. Those mandates apply to all MCCCD public officials—employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws—both federal and state—also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD’s own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair and dignified.

This administrative regulations established standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3 “Electronic Communications.”
4.4 Technology Resource Standards

General Responsibilities

Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information) of the MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the Blue Book, which contains this regulation. So all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology

Under Arizona’s public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent. Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records—the state agency tasked with setting standards for record retention. Therefore, an employee’s or Governing Board member’s use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD’s process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15 “Retrieval, Disclosure and Retention of Records.”

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use

Use of MCCCD’s technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of the MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD’s technology resources are limited to the same purposes.

Frequently, access to MCCCD’s technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members or students. It is those users’ responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15 “Retrieval, Disclosure and Retention of Records,” certain MCCCD employees are authorized to access information on an MCCCD technology device.
4.4 Technology Resource Standards

It is not Maricopa’s practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa’s technology resources. The maintenance, operation and security of Maricopa’s technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmitted through those resources. Any other review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user’s privacy will be honored. Nevertheless, that privacy is subject to Arizona’s public records laws and other applicable state and federal laws, as well as policies of Maricopa’s Governing Board all of which may supersede a user’s interests in maintaining privacy in information contained in Maricopa’s technology resources.

Incidental Computer and Technology Usage

Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under “Prohibited Conduct.” MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, Colleges’ consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee’s outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (Appendix AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of Maricopa’s technology resources:
1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts.
2. Unauthorized attempts to monitor another user’s password protected data or electronic communication, or delete another user’s password protected data, electronic communications or software, without that person’s permission.
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system.
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software.
5. Hosting an unauthorized website that violates the .EDU domain request.
6. Use of technology resources for non-MCCCD commercial purposes, including to advertise personal services, whether or not for financial gain.
7. Use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.
8. Activities that would constitute a violation of any policy of MCCCD’s Governing Board, including, but not limited to, MCCCD’s non-discrimination policy and its policy against sexual harassment.
9. Transmitting, storing, or receiving data, or otherwise using technology resources in a manner that would constitute a violation of state or federal law, or MCCCD policy or administrative regulation including, but not limited to, obscenity, defamation, threats, harassment, and theft.
10. Attempting to gain unauthorized access to a remote network or remote computer system.
11. Exploiting any technology resources by attempting to prevent or circumvent access, or using unauthorized data protection schemes.
12. Performing any act that would disrupt normal operations of computers, workstations, terminals, peripherals, or networks.
4.4 Technology Resource Standards

13. Using technology resources in such a way as to wrongfully hide the identity of the user or pose as another person.

14. Allowing any unauthorized access to MCCCD’s technology and non-technology resources.

15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.

16. Intermittent use of technology resources that interferes with the performance of an employee’s main responsibilities.

17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the “hosting” of an event that is prohibited under MCCCD’s Use of College Facilities administrative regulation.

18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the e-mail account copies all outgoing and incoming messages to the MCCCD hosted account.

19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record.

20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the records where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems

The prior review and approval by the Vice Chancellor of Information Technology is required for the implementation of alternate College electronic mail account systems. Requests will be evaluated based upon the following considerations:

1. The system must be compatible and interoperable with the MCCCD e-mail system. All information within the e-mail system must meet the standards and authorize District Office access as specified in Administrative Regulation 4.15, “Retrieval, Disclosure and Retention of Records.”

2. Any proposed changes to an MCCCD’s entity’s e-mail system with e-discovery implications must be approved in advance during the planning stages as specified in Administrative Regulation 4.15, “Retrieval, Disclosure and Retention of Records.”

Disclaimer

The home page of an MCCCD web site must display, or link to, the following disclaimer in a conspicuous manner:

All information published online by MCCCD is subject to change without notice. MCCCD is not responsible for errors or damages of any kind resulting from access to its internet resources or use of the information contained therein. Every effort has been made to ensure the accuracy of information presented as factual; however errors may exist. Users are directed to countercheck facts when considering their use in other applications. MCCCD is not responsible for the content or functionality of any technology resource not owned by the institution.

The statements, comments, or opinions expressed by users through use of Maricopa’s technology resources are those of their respective authors, who are solely responsible for them, and do not necessarily represent the views of the Maricopa County Community College District.
Information Accuracy and Marketing Standards

In order to help ensure that the most accurate information sources are reflected on web pages, information should be cited, sourced or linked from the website of the official District or college custodian responsible for the particular subject. In addition, the design of web pages shall reflect established marketing standards with respect to the imaging and using of MCCCD marks as outlined in the marketing standards handbook and Use of Marks administrative regulation.

Complaints and Violations

Complaints or allegations of a violation of these standards will be processed through Maricopa’s articulated grievance procedures or resolution of controversy.

Upon determination of a violation of these standards, MCCCD may unilaterally delete any violative content and terminate the user’s access to MCCCD’s technology resources. It is the user’s responsibility to demonstrate and/or establish the relevance of content in the event that a content complaint is made official. Users retain the right to appeal actions through MCCCD’s grievance procedures or resolution of controversy.

2.6 Hazing Prevention Regulation

The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the MCCCD community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with the MCCCD is prohibited.

2. “Hazing” is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCCD college or affiliated educational setting, whether individually or in concert with other persons, against another student, and in which both of the following apply:
   A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any club/organization that is affiliated with MCCCD; and,
   B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation, or causes physical injury, mental harm or personal degradation.

3. Any solicitation to engage in hazing is prohibited.

4. Aiding and abetting another person who is engaged in hazing is prohibited.

5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.

6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the MCCCD Hazing Prevention Regulation.
7. Hazing activities and situations include, but are not limited to, the following:
   A. Pre-pledging, illegal pledging or underground activities.
   B. Acts of mental and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
   C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
   D. Encouraging or forcing use of alcohol or drugs.
   E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
   F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
   G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
   H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
   I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
   J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.

8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs’ office for investigation by any member of the college community. The vice president of student affairs’ office will investigate the complaint in accordance with the student disciplinary code, all other college and MCCCD policies, and local and state laws.

Alleged violations of the MCCCD hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code.

The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.

9. Alleged violations of the MCCCD hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs’ office for investigation by any member of the college community. The vice president of student affairs’ office will investigate the complaint in accordance with college and MCCCD policies, and local and state laws.

Any MCCCD faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and MCCCD policies, and local and state laws.

10. If the vice president of student affairs’ office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, district, local, state and federal guidelines, policies and laws.
2.6 Hazing Prevention Regulation

11. Should the proceedings outlined above substantiate an occurrence of hazing activity-where students or student organizations knowingly permitted, authorized or condoned the hazing activity-the college can recommend the following sanctions against student clubs/organizations:

A. **Censure**: Censure can include the required completion of a program designed with the intent of eliminating the hazing activity. The programs will be devised with the cooperation of all involved parties and monitored by the vice president of student affairs’ office.

B. **Probation**: The student club(s)/organization(s) will be placed on probation for a specified period of time. Conditions of probation will be determined by the vice president of student affairs’ office and outlined in writing to the student club(s)/organization(s). The probationary term will be monitored by the vice president of student affairs.

C. **Suspension**: The student club(s)/organization(s) will be suspended. The terms of the suspension can be defined in the sanction, including criteria the student club(s)/organization(s) must meet within a specified time to be considered for admission or renewal of college recognition status.

D. **Revocation**: The student club(s)/organization(s) will have its status revoked, with the loss of all college associations, recognitions and privileges. The national or international office of an organization, if so affiliated, will be requested to revoke the charter of an organization.

12. The MCCCD hazing prevention regulation is not intended to prohibit or sanction the following conduct:

A. Customary athletic events, contests or competitions that are sponsored by the college or MCCCD.

B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.

13. For the purposes of the Maricopa Community Colleges hazing prevention regulation:

“Organization” is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with MCCCD, whose membership consists primarily of students enrolled at MCCCD and that may also be classroom-related or co-curricular in nature.

2.4.7 Abuse-Free Environment

See also the Auxiliary Services section for Tobacco-Free Environment and the Appendices/Student Section Medical Marijuana Act of the Administrative Regulations.

1. **Substance Abuse/Misuse Statement**

Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts.

Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue.

Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.
2.4.7 Abuse-Free Environment

2. Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol

The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

A. Introduction and Purpose

The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

B. Standards of Conduct

In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:

i. Drinking or possession of alcoholic beverages on the college campus.

ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct

Disciplinary actions include, but are not limited to:

i. Warning,

ii. Loss of privileges,

iii. Suspension, or

iv. Expulsion.

D. Legal Sanctions

Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCC premises, while conducting MCCC business, or at any time which would interfere with the effective conduct of the employee's work for the MCCC; and use of illegal drugs.
2.4.7 Abuse-Free Environment

3. MCCCDD Program Standards

The Maricopa Community College District is committed to establishing a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.

A. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.

B. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

C. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances.

4. Alcoholic Beverages — Usage Regulation (AR 4.13)

This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District's culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District's actions stay within the boundaries of state law and the District's insurance coverage. Therefore, strict compliance with this regulation is essential.

A. No Funds

No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCDD except as provided in Paragraph H.

B. No Service or Sale of Alcoholic Beverages

The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs C and G.

C. Service at District Events on District-Owned Property

The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph E. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.
2.4.7 Abuse-Free Environment

D. Event Form Required

A College President or Vice Chancellor who wishes to obtain the Chancellor’s approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: http://www.maricopa.edu/publicstewardship/governance/adminregs/appendices/print/AS-6.doc. On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.

E. Service Restrictions Required By Law

An event approved under Paragraph D must, by law, comply with the all of the following restrictions:

i. The only alcoholic beverages that may be served and consumed are wine and beer. Wine consumption is limited to 6 oz. per person, and beer consumption is limited to 24 oz;

ii. The gathering must be by invitation only, and not open to the public;

iii. The gathering may not exceed 300;

iv. Invitees may not be charged any fee for either the event or the beer or wine; and

v. The consumption may only take place between noon and 10:00 p.m.

Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph F. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District’s Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.

F. Culinary Institutes

The Chancellor may sponsor or approve an event at one of the District’s culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph E. Any student serving those beverages must, by law, be 19 years or older.

G. Third-Party Event

The Maricopa County Community College District Foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the Friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona’s alcoholic beverages laws. Additionally, they must comply with the following steps:

i. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;

ii. The entity completes the form available at http://www.maricopa.edu/publicstewardship/governance/adminregs/appendices/print/AS-7.doc. And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;

iii. The entity provides or currently has on file with the District a certificate of insurance demonstrating that it has liquor liability coverage and that adds the District as an additional insured;
iv. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;
v. Beer and wine are the only alcoholic beverages served and only served through a beverage service contractor whose liquor license with the state of Arizona is in good standing;
vi. The contractor provides all of the beverages served and well as the servers or bartenders;
vii. Before the event, the contractor provides a certificate of insurance that meets the requirements of the District’s Risk Manager and that adds the District as an additional insured; and
viii. The contractor agrees in writing to indemnify the District regarding the service of the beverages.

H. Receipt of Beverages; Storage

. It is not permissible to store wine or beer on premises owned, leased or rented by MCCCD, except as provided in this paragraph. Alcoholic beverages purchased for use in cooking in District culinary courses must be stored in such a way that it is inaccessible to anyone except the Director or designee of the culinary program. For wine and beer to be used for receptions at the district’s culinary institutes, as authorized by this administrative regulation, the following storage requirements apply:
i. Wine and beer to be served may only be brought to MCCCD property no sooner than four hours prior to the event, and remain there no longer than four hours after the event; and
ii. Once the wine and beer arrives on MCCCD property, the Director the culinary program shall assign an MCCCD employee to ensure that it is not stolen or that it is not opened until ready to be served.

I. Compliance with Law

In compliance with applicable law, any persons planning an event under this administrative regulation are required to familiarize themselves with the pertinent laws and other requirements established by the state of Arizona for the service of alcoholic beverages, particularly those in Arizona Revised Statutes Title 4 (Alcoholic Beverages) Chapters 1 (General Provisions), 2 (Regulations and Prohibitions) and 3 (Civil Liability of Licensees and Other Persons) as well as Arizona Administrative Code Title 19, Articles 1 (State Liquor Board) and 3 (Unlicensed Premises Definitions and Licensing Time-Frames).

J. Residential Housing

Lawful occupants of residential housing under the jurisdiction of the Governing Board, if over the age of 21 years and not otherwise lawfully barred from such practice, may possess and consume alcoholic beverages in the privacy of their respective leased housing facility. Guests of such occupants over the age of 21 years shall have the same privilege. No alcohol is permitted in public areas (nor common areas of a dormitory) at any time.

K. Personal Responsibility

The personal or individual purchase of alcoholic beverages by individuals attending District-approved functions held in places serving alcoholic beverages is a personal and individual responsibility. Administrative discretion shall be exercised in the approval of the location of such activities, as such decision pertains to the nature of the group involved.

L. Miscellaneous Usage Issues

Any issues that are not specifically addressed within this regulation require the review and determination by the Chancellor or Executive Vice Chancellor and Provost on matters related to culinary programs, academic or student affairs.
2.4.7 Abuse-Free Environment

5. Other Health Concerns

General Guidelines Concerning AIDS

Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.

Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in 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.

4.12 Smoke-Free/Tobacco-Free Environment

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of “e-cigs”) and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students.

Appendix S-16: Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.
4.12 Smoke-Free/Tobacco-Free Environment

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, “…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees.” Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

Purpose

To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate academic adjustments through each college’s Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements

DRS applicants must be admitted or enrolled as an MCCCD student, and must provide the Disability Resources and Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to requesting or receiving any academic adjustment.

Who is Eligible for Services?

To be eligible for DRS support services, a student must have a disability as it defined by federal law (section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act OF 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).

Definitions:

• Disability: A disability is any physical or mental condition which causes substantial limitation to the ability to perform one or more major life activities.

• Academic Adjustment: An academic adjustment is a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to avoid discriminating on the basis of handicap against qualified students with disabilities. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

** Documentation can be transferred within MCCCD for current consideration for eligibility.

** Determination made by another institution or organization does not guarantee eligibility.
2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

Special Considerations

Any employee who receives a request for academic adjustment must refer the student to the DRS Office. The DRS Office alone is responsible for evaluating documentation and determining eligibility and academic adjustments. All situations shall be considered on an individual, case-by-case basis, and all requests for academic adjustments from qualified students with a disability shall be considered by DRS. DRS may exercise its right to require additional documentation.

Academic adjustments are determined by the DRS Office through an interactive exchange with the eligible student. The DRS Office will give priority to the request of the student, but will also consider the instructor’s perspective when it is offered. The interactive exchange may continue during the course of the year, and the DRS may make reasonable alterations in approved academic adjustments based on input from the student and the faculty member. Academic adjustment determined by the DRS Office are required except when the institution subsequently determines that an adjustment would alter an academic requirement that is essential to the instruction being pursued by the student, or to a directly related licensing requirement. MCCCD is not required to provide “best” or “most desired” accommodations but rather a reasonable accommodation sufficient to meet accessibility needs.

In the event the instructor believes the modification determined by DRS would alter an academic requirement that is essential to the instruction being pursued by the student, or to a directly related licensing requirement, the instructor will first meet with the director of the DRS office within three working days of receipt of the determination and attempt to resolve the issue informally. If the faculty member’s concern remains unresolved, within three days of the above meeting he or she may submit a written request to the college’s chief academic officer (or a comparably qualified administrator designated by the college president) for his or her academic judgment on the question.

Any change in the DRS Office’s initial recommendation resulting from the above meeting or the Chief Academic Officer’s decision will be communicated to the student by the DRS Office. The interactive exchange with the student will continue in an effort to achieve a mutually satisfactory outcome.

If a student is not satisfied with the academic adjustment provided, he or she may file a complaint under the Discrimination Complaint Procedures for Students. In such cases, the Vice President for Student Affairs will assign an investigator whose qualifications and experience include curriculum development and educational accommodations for students with disabilities.

In all cases in which academic adjustments are in controversy, whether as a student discrimination complaint or a faculty member’s appeal to the Chief Academic Officer, the ultimate decision will be informed by consultation with the duly appointed faculty representatives who serve in the development of the curriculum for the institution and the program. The committee will study the requested academic adjustment and alternatives, their feasibility, cost and effect on the academic program, and come to a rationally justifiable conclusion as to whether the available alternatives would result either in lowering academic standards or requiring substantial program alteration. This conclusion will be submitted in writing to the Chief Academic Officer, who will consult with the Vice Chancellor and the Office of General Counsel before making the final determination.

Nothing in this policy prohibits a faculty member from making minor, commonsense alterations in the manner in which a course is presented. A student who asks the instructor to change the color of chalk used because he is colorblind may be so accommodated without registering with DSO. However, the faculty member must report making such accommodations to DSO.
2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

Documentation Guidelines
Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- Current level of functioning
- Current documentation
- All standardized testing must use adult-normed instruments
- Age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- How the disability impacts the student’s learning
- Contain information supportive of the student’s request for specific academic support, auxiliary aids, and accommodations

Specific Eligibility Requirements

1. Physical Disabilities

A. Required Documentation

The student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:

i. Orthopedic Disability
ii. Blind or Visual Impairment
iii. Deaf or Hard-of-Hearing
iv. Traumatic Brain Injury
v. Other Health-Related/Systemic Disabilities

B. Diagnostic Report

The diagnostic report must include the following information:

i. A clear disability diagnosis, history and the date of diagnosis.
ii. A description of any medical and/or behavioral symptoms associated with the disability.
iii. Medications, dosage, frequency, and any adverse side effects attributable to use.
v. A recommendation for accommodation(s).

2. Specific Learning Disabilities

A. Required Documentation

Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho educational evaluations using adult normed instruments.
2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate Psycho Educational Evaluation must include comprehensive measures in each of the following areas:

i. **Aptitude**: Evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.
   Examples of Measures (including but not limited to):
   1. Wechsler Adult Intelligence Scale (WAIS-R)
   2. Stanford Binet Intelligence Scale
   3. Woodcock-Johnson Psycho-Educational Battery
   4. Kaufman Adolescent And Adult Intelligence Test

ii. **Academic Achievement**: Evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant areas(s).
   Examples of Achievement (including but not limited to):
   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

iii. **Information Processing**: Evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.
   Examples of Achievement (including but not limited to):
   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

**B. Diagnostic Report**

The diagnostic report must include the following information:

i. A diagnostic interview that addresses relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

ii. A list of all instruments used in the test battery.

iii. Discussion of test behavior and specific test results.
2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

iv. A diagnostic summary or statement with the following information:
   1. DSM-IV, including all five axes.
   2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as “appears,” “suggests,” or “probable” used in the diagnostic summary statement do not support a conclusive diagnosis.
   3. A clear statement specifying the substantial limitations to one or more major life activities.
   4. A psychometric summary of scores.
   5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)

A. Required Documentation

Submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/attention deficit disorder (ADD) that is based on appropriate diagnostic evaluations.

B. Diagnostic Report

Acceptable documentation must include:
   i. DSM-IV diagnosis (including all five axes)
   ii. A summary or statement which includes the following information:
   iii. A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.
   iv. A recommendation for accommodations, including rationale.

4. Psychological/Psychiatric Disabilities

A. Required Documentation

Disability diagnosis categories may include, but are not limited to:
   i. Depression and/or bipolar disorder
   ii. Generalized anxiety disorders
   iii. Post traumatic stress disorder
   iv. Psychotic disorders
   v. Autism spectrum disorder
2.8 Students with Disabilities
2.8.1 Eligibility for Accommodations & Required Disability Documentation

B. Diagnostic Report
If the diagnostic report is not current, a letter from a qualified professional that provides an update of
the diagnosis may be requested.
The diagnostic report must include the following:
i. DSM-IV diagnosis including all five axes.
ii. A diagnostic summary or statement that includes the following:
   1. A clear summary or statement that a disability does or does not exist.
   2. A clear summary or statement specifying evidence of behavior that significantly impairs
      functioning including degree of severity.
   3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders
A. Required Documentation
Disorders of the central and peripheral nervous system, including but not limited to:
i. Acquired Brain Injury/Traumatic Brain Injury
ii. Epilepsy/Seizure Disorder
iii. Stroke

B. Diagnostic Report
Written statement of diagnosis:
i. Current functional limitations.
ii. Information regarding current symptoms.
iii. Information regarding prescribed medication(s) and possible side effect and impact on student
    academic performance.
iv. Restrictions on activities imposed by the condition.
v. Where learning has been affected, a recent neuro-psychological evaluation is requested.

6. Temporary Disabling Conditions
A. Required Documentation
i. Temporary disabling conditions as a result of surgery, accident, or serious illness may require
   accommodations for a limited time. Acceptable documentation must include:
   ii. Written statement of diagnosis.
   iii. List of current symptoms and degree of severity.
   iv. Information regarding functional limitations and impact within an academic environment.
   v. Medications and possible side effects.
   vi. Duration of symptoms and estimated length of time services will be needed.
2.8.2 Eligibility of Students Taking Reduced Course Loads

2.8.2 Eligibility of Students Taking Reduced Course Loads

Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.

The appropriate college offices will receive documentation of the DRS professional's certification from the professional or the student. An incoming student may apply for such certification upon acceptance to the college. Requests for certification must be made prior to the beginning of each semester. Every attempt will be made to accommodate these requests.

The following criteria also apply:

1. Students taking a reduced course load must register for at least 6 credit hours (based on DRS approval) during the regular fall and spring semesters. It is recommended that students register for at least three (3) credit hours during the summer to offset the impact of academic eligibility.

2. Students taking a reduced course load must maintain satisfactory academic progress standards as defined by the College catalog.

3. The reduced credit load may result in an adjusted financial aid package. There may be additional ramifications including, but not limited to, extra time to complete college, insurance coverage, Vocational Rehabilitation funding, etc.

4. Eligibility for Federal Stafford Loans may be reduced according to the total number of credit hours taken in the full academic year. A student, taking a reduced course load, must be at least half time in a semester (6 credits) in order to receive a Stafford Loan.

5. The amount of Federal Financial Aid (Title IV) awarded is based on the actual number of credit hours taken.

6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.

7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.

Application Process

1. Applications for reduced course loads must be submitted to the Disability & Services professional with supporting documentation. Requests must be made prior to the beginning of each semester.

2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Maricopa Community College District's Documentation Policy in order to evaluate the current impact of the disability in regards to the request.

Students are required to complete an application form for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.
2.8.2 Eligibility of Students Taking Reduced Course Loads

3. Students requesting a reduced course load should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.

4. Students registered in occupational and/or academic programs that have specific block formats will not be considered for reduced course loads.

5. Students who are approved for a reduced course load will be required to sign the Reduced Course Load Approval Form (see Appendix S-10), which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

6. When a reduced course load status is granted by the Disability Resources & Services professional, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.

2.3.11 Academic Misconduct

1. Definitions

A. Academic Misconduct includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.

C. Plagiarism is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

2. Academic Consequences

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance:

Warning — A notice in writing to the student that the student has violated the academic standards as defined in 1.A.

Grade Adjustment — Lowering of a grade on a test, assignment, or course.

Discretionary Assignments — Additional academic assignments determined by the faculty member.

Course Failure — Failure of a student from a course where academic misconduct occurs.
2.3.11 Academic Misconduct

3. Disciplinary Sanctions

If the misconduct is sufficiently serious to warrant course failure, and if either (a) the failure results in a student being removed from an instructional program or (b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under AR 2.5. Regardless whether the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the student conduct administrator in all academic misconduct cases, and will follow the procedure established in AR 2.5.2 to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in AR 2.5.2.

Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

4. Appeal of Sanctions for Academic Misconduct

Students can appeal academic consequences by following the instructional grievance procedure (AR 2.3.5; Appendix S-6). Students may appeal disciplinary sanctions as provided in AR 2.5.2. If the student appeals through both processes, the instructional grievance process will be suspended until a final decision is reached in the student discipline procedure. In all cases in which financial aid has been adversely affected by academic consequences or disciplinary sanctions that are the subject of ongoing hearing or appeal proceedings, the student may appeal the financial aid determination on the grounds that a final decision has not been made. In such an event, a final decision on financial aid will not be made until after the final decision on consequences and/or sanctions.

2.5.1 Disciplinary Standards

1. Disciplinary Probation and Suspension

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa Community Colleges are vested in the District Governing Board. The Governing Board and its agents—the chancellor, administration and faculty—are granted broad legal authority to regulate student life subject to basic standards of reasonableness.

In developing responsible student conduct, the Maricopa Community Colleges prefer mediation, guidance, admonition and example. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed.

Misconduct for which students are subject to disciplinary action falls into the general areas of:

A. Cheating on an examination, assessment tests, laboratory work, written work (plagiarism), falsifying, forging or altering college records.

B. Actions or verbal statements which threaten the personal safety of any faculty, staff, students, or others lawfully assembled on the campus, or any conduct which is harmful, obstructive, disruptive to, or interferes with the educational process or institutional functions.
2.5.1 Disciplinary Standards

C. Violation of Arizona statutes, and/or college regulations and policies.
D. Use of college computer resources such as the Internet in violation of Technology Resource Standards (AR 4.4) which may result in notification of law enforcement authorities.

2. Disciplinary Removal from Class

A faculty member may remove a student from class meetings for disciplinary reasons. If an instructor removes a student for more than one class period, the faculty member shall notify the department/division chair and the appropriate vice president or designee in writing of the problem, action taken by the faculty member, and the faculty member's recommendation. If a resolution of the problem is not reached between the faculty member and the student, the student may be removed permanently pursuant to due process procedures.

2.5.2 Student Conduct Code

The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "Accused student" means any student accused of violating this Student Conduct Code.
2. "Appellate boards" means any person or persons authorized by the college president to consider an appeal from a Student Conduct Board's determination that a student has violated this Student Conduct Code or from the sanctions imposed by the Student Conduct Administrator. The college president may act as the appellate board.
3. "College" means a Maricopa Community College or center.
4. "College premises" means all land, buildings, facilities and other property in the possession of or owned, used or controlled by the college or District.
5. "College official" means any person employed by the college or District, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college or center official to be responsible for the administration of the Student Conduct Code.
6. "Complainant" means any person who submits a charge alleging that a student violated this Student Conduct Code. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Conduct Code as are provided to the complainant, even if another member of the college community submitted the charge itself.
7. "Day" means calendar day at a time when college is in session, and shall exclude weekends and holidays.
8. "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.
9. "District" means the Maricopa County Community College District.
10. "Faculty member" means any person hired by the college or District to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of faculty.
11. "May" is used in the permissive sense.
12. "Member of the college community" means any person who is a student, faculty member, college official or any other person employed by the college or center. A person's status in a particular situation shall be determined by the college president.
2.5.2 Student Conduct Code

13. “Organization” means any number of persons who have complied with the formal requirements for college recognition.

14. “Policy” is defined as the written regulations of the college and/or District as found in, but not limited to, this Student Conduct Code and Governing Board policy.

15. “Shall” is used in the imperative sense.

16. “Student” means any person taking courses at the college whether full-time or part-time. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the college are considered "students".

17. “Student Conduct Administrator” means a college official authorized on a case by case basis by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code. A Student Conduct Administrator may serve simultaneously as a Student Conduct Administrator and the sole member or one of the members of a Student Conduct Board. The college official responsible for administration of the Student Conduct Code may authorize the same Student Conduct Administrator to impose sanctions in all cases.

18. “Student Conduct Board” means any person or persons authorized by the college president to determine whether a student has violated this Student Conduct Code and to recommend sanctions that may be imposed when a violation has been committed.

19. “Threatening behavior” means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional or future basis.

Article II: Judicial Authority

1. The college official responsible for administration of the Student Conduct Code shall determine the composition of Student Conduct Board and determine which Student Conduct Administrator, Student Conduct Board, and appellate board shall be authorized to hear each case.

2. The college official responsible for administration of the Student Conduct Code shall develop procedures for the administration of the judicial program and rules for the conduct of hearings that are consistent with provisions of this Student Conduct Code.

3. Decisions made by a Student Conduct Board and/or Student Conduct Administrator shall be final, pending the normal appeal process.

Article III: Prohibited Conduct

1. Jurisdiction of the College

The Student Conduct Code shall apply to conduct that occurs on college or District premises, or at college-or District-sponsored activities that adversely affects the college community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of admission through the actual awarding of a degree, certificate, or similar indicator of completion of a course of study, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.
2.5.2 Student Conduct Code

2. Temporary Removal of Student

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member’s appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. If the student refuses to leave after being requested to do so, college safety may be summoned. For involuntary removal from more than one class period, the faculty member should invoke the procedures prescribed in the Student Conduct Code.

3. Conduct - Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:
   i. Furnishing false information to any college official or office.
   ii. Forgery, alteration or misuse of any college document, record or instrument of identification.
   iii. Tampering with the election of any college-recognized student organization.

B. Obstruction of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities, when the conduct occurs on college premises a faculty member may remove a student from a class meeting for disciplinary reasons. If a faculty member removes a student for more than one class period, the faculty member shall notify the college official responsible for administration of the Student Conduct Code in writing of the problem, action taken by the faculty member, and the faculty member’s recommendation. If a resolution of the problem is not reached, the student may be removed permanently pursuant to appropriate due process procedures.

C. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, conduct which threatens or endangers the health or safety of any person, and/or disruptive behavior as defined in Article II.2. above.

D. Attempted or actual theft of and/or damage to property of the college or property of a member of the college community or other personal or public property.

E. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

F. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.

G. Violation of any college or District policy, rule or regulation published in hard copy such as a college catalog, handbook, etc. or available electronically on the college’s or District’s website.

H. Violation of federal, state or local law.

I. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law.

J. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.

K. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage.

L. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.
2.5.2 Student Conduct Code

M. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.

N. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or District premises without his/her prior knowledge, or without his/her effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.

O. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:
   i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose
   ii. Unauthorized transfer of a file
   iii. Unauthorized use of another individual's identification and/or password
   iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official
   v. Use of technology facilities or resources to send obscene or abusive messages
   vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network
   vii. Use of technology facilities or resources in violation of copyright laws
   viii. Any violation of the District's technology resource standards
   ix. Use of technology facilities or resources to illegally download files

P. Abuse of the Student Conduct system, including but not limited to:
   i. Falsification, distortion or misrepresentation of information before a Student Conduct Board.
   ii. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
   iii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
   iv. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
   v. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct Board proceeding
   vi. Harassment, either verbal or physical, and/or intimidation of a member of a Student Conduct Board prior to, during and/or after a Student Conduct Board proceeding
   vii. Failure to comply with the sanctions imposed under this Student Conduct Code
   viii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
   ix. Failure to obey the notice from a Student Conduct Board or college official to appear for a meeting or hearing as part of the Student Conduct system.

Q. Engaging in irresponsible social conduct.

R. Attempt to bribe a college or District employee.

S. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two or more occasions over a period of time and such conduct would cause a reasonable person to fear for his or her safety.
4. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending of civil or criminal litigation. Proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise off campus authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Article IV: Student Conduct Code Procedures

1. Charges and Student Conduct Board Hearings

A. Any member of the college community may file charges against a student for violations of this Student Conduct Code. A charge shall be prepared in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place, preferably within thirty (30) days following the incident. Misconduct charges of a sexual nature, including sexual harassment and sexual assault, should be sent to the vice president of student affairs who is the designated Title IX Coordinator at each MCCCD college. Title IX protects students from sexual misconduct and other forms of discrimination in connection with all academic, extracurricular, athletic, and other programs sponsored by the college at any college facility or other location. The Title IX Coordinator (or designee) will conduct an investigation that is prompt, thorough, and impartial according to the MCCCD sexual harassment complaint process.

B. The Student Conduct Administrator may conduct a prompt, thorough, and impartial investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the charges are not admitted and/or cannot be disposed of by mutual consent, the Student Conduct Administrator will convene the student conduct board. If the student admits violating institutional rules, but sanctions are not agreed to, the hearing shall be limited to determining the appropriate sanction(s).

C. All charges shall be presented to the accused student in written form. The Student Conduct Administrator will provide written notice of the time, date, and location of the student conduct hearing. The notice will describe the evidence of alleged misconduct, the code provisions violated, and the possible sanctions. The student conduct hearing notice, plus a copy of this code, shall be provided to the student accused of misconduct no less than five (5) workdays before the hearing date. The hearing will be held no more than fifteen (15) workdays after the student has been notified unless the Student Conduct Administrator extends the deadline for good cause in his or her sole discretion.

D. Hearings shall be conducted by a Student Conduct Board according to the following guidelines, except as provided by Article IV 1.G below:
2.5.2 Student Conduct Code

i. Student Conduct Board hearings normally shall be conducted in private.

ii. The complainant, accused student and their advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board hearing at which information is received (excluding deliberations). Admission of any person to the hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.

iii. In Student Conduct Board hearings involving more than one accused student, the Student Conduct Administrator, in his or her discretion, may permit the Student Conduct Board hearing concerning each student to be conducted either separately or jointly.

iv. The complainant and the accused shall have the right to be assisted by any advisor they choose, at their own expense. A party who elects to be assisted by an advisor must notify the student conduct administrator of the name and contact information of the advisor not less than two (2) days before the scheduled hearing. The advisor must be a member of the college community and may not be an attorney. Both the complainant and the accused are responsible for presenting their own information and, therefore, advisors are not permitted to speak or participate directly in any Student Conduct Board hearing before a Student Conduct Board.

v. The complainant, the accused student, and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. The Student Conduct Administrator will try to arrange the attendance of possible witnesses who are members of the college community, if reasonably possible, and who are identified by the complainant and/or accused student at least two days prior to the Student Conduct Board hearing. Witnesses will provide information to and answer questions from the Student Conduct Board. Questions may be suggested by the accused student and/or complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the Student Conduct Board.

vi. The Student Conduct Administrator will present the information he or she received.

vii. Pertinent records, exhibits, and written statements may be accepted as information for consideration by a Student Conduct Board at the discretion of the chairperson.

viii. All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.

ix. After the portion of the Student Conduct Board hearing concludes in which all pertinent information has been received, the Student Conduct Board shall determine (by majority vote if the Student Conduct Board consists of more than one person) whether the accused student violated the section of this Student Conduct Code which the student is charged with violating.

x. The Student Conduct Board's determination shall be made on the basis of whether it is more likely than not that the accused student violated this Student Conduct Code.

E. There shall be a single verbatim record, such as a tape recording, of all Student Conduct Board hearings before a Student Conduct Board (not including deliberations). The record shall be the property of the District.

F. No student may be found to have violated this Student Conduct Code because the student failed to appear before a Student Conduct Board. In all cases, the evidence and support of the charges shall be presented and considered.

G. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the college official responsible for administration of the Student Conduct Code.
2. Sanctions

A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:

i. **Warning** — a written notice to the student that the student is violating or has violated institutional rules or regulations.

ii. **Probation** — a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. **Loss of Privileges** — denial of specified privileges for a designated period of time.

iv. **Restitution** — compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

v. **Discretionary Sanctions** — work assignments, essays, service to the college, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator.)

vi. **College Suspension** — separation of the student from all the colleges in the District for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

vii. **College Expulsion** — permanent separation of the student from all the colleges in the District.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Other than college expulsion, disciplinary sanction shall not be made part of the student's academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions upon the student's application to the Student Conduct Administrator. Cases involving the imposition of sanctions other than suspension or expulsion shall be expunged from the student's confidential record five (5) years after final disposition of the case.

In situations involving both an accused student(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the college community of each may be impacted.

D. The following sanctions may be imposed upon groups or organizations:

i. Those sanctions listed above in Article IV 2. A. 1 through 4.

ii. **Loss of selected rights and privileges for a specified period of time.**

iii. **Deactivation** — loss of all privileges, including college recognition for a designated period of time.

E. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Conduct Code, the sanction(s) shall be determined and imposed by the Student Conduct Administrator. In cases in which persons other than, or in addition to, the Student Conduct Administrator have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Student Conduct Administrator in determining and imposing sanctions. The Student Conduct Administrator is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the Student Conduct Administrator shall advise the accused student, group and/or organization (and a complaining student who believes s/he was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.
2.5.2 Student Conduct Code

3. Emergency Suspension

If a student’s actions pose an immediate threat or danger to any member of the college community or the educational processes, a college official responsible for administering the Student Conduct Code may immediately suspend or alter the rights of a student pending a Student Conduct Board hearing. Scheduling the hearing shall not preclude resolution of the matter through mediation or any other dispute resolution process. The decision will be based on whether the continued presence of the student on the college campus reasonably poses a threat to the physical or emotional condition and well-being of any individual, including the student, or for reasons relating to the safety and welfare of any college property, or any college function. When an emergency suspension is imposed, the student conduct administrator will seek to resolve the complaint at the earliest possible date. This suspension is not a sanction but an effort to protect people and property and prevent disruption of college operations.

In imposing an emergency suspension, the college official responsible for administration of the Student Conduct Code may direct that the student immediately leave the college premises and may further direct the student not to return until contacted by that official. An accused student shall be in violation of this policy regardless of whether the person who is the object of the threat observes or receives it, as long as a reasonable person would interpret the communication, conduct or gesture as a serious expression of intent to harm.

4. Administrative Hold

The Student Conduct Administrator may place a temporary administrative hold preventing an accused student’s registration, financial aid award, transcript release, or graduation if it is necessary to secure the student’s cooperation in the investigation or compliance with a direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

5. Academic Consequences

Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. The instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the student conduct board, the appeals board, or the student conduct administrator.

6. Appeals Regarding Student Code of Conduct

A. A decision reached by the Student Conduct Board judicial body or a sanction imposed by the Student Conduct Administrator may be appealed by accused students or complainants to an Appellate Board within five (5) days of receipt of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator.

B. Except as required to explain on the basis of new information, an appeal shall be limited to the review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:

   i. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present information that the Student Conduct Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

   ii. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Conduct Code occurred.
iii. To determine whether the sanction(s) imposed was appropriate to the violation of the Student Conduct Code which the student was found to have committed.

iv. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.

C. If an appeal is upheld by the appellate board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of the Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all concerned.

Article V: Interpretation and Revision

Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

2.5.3 Student Records

1. Definitions

For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.

A. “College” includes all colleges, educational centers, skill centers and District office.

B. “Educational Records” are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:

i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker’s temporary substitute

ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual’s employment

iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.

iv. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student.

2. Records Request

Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.

3. Fees

If a copy(ies) of a portion or all of the records in a student’s file is requested, the custodian of the records may charge a fee for copies made. However, the willingness or ability to pay the fee will not effectively prevent students from exercising their right to inspect and review (under supervision of a college employee) their records. A fee will not be charged to search for or to retrieve records. Standard fees for printing and duplication services will apply.
4. **Annual Notification (See also FERPA explanation)**

Students will be notified of their further rights annually by publication in the college catalog and/or the student handbook:

Individuals requesting admission or enrollment at any of the Maricopa Community Colleges are asked to provide certain contact information that is collected and used for the purpose of responding to the request. The information collected may include your name, address, telephone number or email address. Maricopa county community colleges and/or its agents, including attorneys and/or collection agencies, may use this information to contact you through various means, including phone calls, text messages, e-mail and postal mail. Communication may include, but is not limited to, information regarding account balances, programs and services that we offer.

**Rights of Access to Educational Records**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "Eligible Student" Under FERPA is a student who is 18 years of age or older who attends a postsecondary institution). These rights include:

A. **The right to inspect and review the student's education records within 45 days after the day the college receives a request for access.**

Students should submit to the college admissions and records department written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

B. **The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.**

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The FERPA Appeal Process is also outlined in the student handbook and in Appendix S-17 of the MCCCD Administrative Regulations.

C. **The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

**Conditions of Disclosure Without Consent**

FERPA permits the disclosure of personally identifiable information (PII) from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA Regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:
2.5.3 Student Records

1. To other school officials, including instructions, administrators, supervisors, governing board members, academic or support staff, law enforcement and health staff, within the MCCCD whom the college or district has determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. This includes contractors, attorneys, auditors, collection agents, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(A) (1)(I)(B)(1) – (A)(1)(I)(B)(2) are met. (§99.31(A) (1))

2. To officials of another school where the student seeks to or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(A) (2))

3. To authorized representatives of the US Comptroller General, the US Attorney General, and the US Secretary of Education, or State and Local Educational Authorities, such as a state postsecondary authority that is responsible for supervising the college’s state supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal-or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement, or compliance activity on their behalf (§§99.31(A) (3) AND 99.35)

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(A) (4))

5. To organizations conducting studies for, or on behalf of, the college, in order to: (A) Develop, Validate, or Administer Predictive Tests; (B) Administer student aid programs; or (C) Improve instruction (§99.31(A) (6))

6. To accrediting organizations to carry out their accrediting functions. (§99.31(A)(7))

7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(A) (8))

8. To comply with a judicial order or lawfully issued subpoena. (§99.31(A)(9))

9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(A)(10))

10. Information the college has designated as “Directory Information” under §99.37. (§99.31(A) (11))

11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(A) (13))

12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college’s rules or polices with respect to the allegation made against him or her. (§99.31(A) (14))

13. To parents of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(A) (15))
253 Student Records

Students who believe that MCCCD or an agent of the college has disclosed information contrary to the provisions outlined in this section may submit a grievance via the non-instructional complaint resolution process. The process is posted at:

www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-8.php

D. The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

5. Student Directory

A Maricopa community college may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Office of Admissions and Records.

At any Maricopa community college, directory information is defined as a student’s name, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, dates of attendance, part-time or full-time status, most recent previous educational agency or institution attended by the student, college within the Maricopa Community Colleges where the student has been enrolled, photograph of student, and electronic mail address.

6. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of a student who have established the student’s status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

Appendix S-17: FERPA Appeal Process

In instances where the college decides not to amend an education record as requested by the student, the college will notify the student of the decision and advise him/her of the right to an appeal hearing according to the following process:

- The student must have first presented the issue in writing to the college’s Admissions/Enrollment Office or designee identifying the records that he/she wishes to have amended and provided any supporting documentation. Note: With the exception of clerical errors, requests that are expressly related to grade disputes are not subject to this process and must be vetted through the Instructional Grievance Process.
- If the request to change the record was deemed unsubstantiated by the college designee and the institution was able to demonstrate that the record was accurate, the student will be informed of the right to a formal appeal hearing.
- Students must request a formal hearing within 10 business days from the date they are informed of the right to an appeal hearing.
- The request for a formal hearing must be in writing and delivered to the [Dean of Admissions/Enrollment Services, Vice President of Student Affairs] or designee.
Appendix S-17: FERPA Appeal Process

- The college official who receives the formal hearing request will either review the case personally or designate a hearing committee if the issue involves a matter not clearly established by current policy or administrative regulation.
- A written decision will be delivered to all parties summarizing the evidence and stating the reason(s) for the decision. If the decision is in favor of the student, the education record will be amended. If the decision is for the record to remain the same, the student may place a statement commenting on or disagreeing with the decision in the education record.

2.5.4 Student Employment

1. District Student Employees

   A. Introduction

   Students may be employed by the college as student help. District regulations require that students be hired in essential jobs and that they be properly trained and supervised.

   B. Philosophy and Workload for Student Employees

   i. It shall be the philosophy of Maricopa Community College District that a student may work to augment college and living expenses, however, the scholastic endeavor should be foremost. Sufficient time should be allotted for classroom attendance, homework, out-of-class study and participation in activities.

   ii. A workload of twenty (20) hours per week should be established as the maximum number of hours a student employee may work on campus. All student employees shall be enrolled in a minimum of three (3) semester credit hours. Any combination of day and evening hours would meet this requirement. Any student employee having special reasons to work over 20 hours per week or having dropped below three (3) credit hours should request his/her immediate supervisor to obtain approval from the College president or his/her designee.

   iii. During the summer sessions, students may be eligible for employment if they were enrolled for a minimum of three (3) semester credit hours at the end of the spring semester, or if they have been accepted for admission for the fall semester. Exceptions to the three (3) semester credit hours may be made by the president or his/her designee. Summer shall be designated as the time from the official end of the spring semester to the beginning of classes for the fall semester.

   C. Student Employee Benefits

   As student employees, there are no entitlements to employee benefits; i.e., vacation, retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker’s Compensation Insurance.

   D. Student Employment Records

   Student employee records will be maintained at the Financial Aid office, the office of the fiscal agent or the Career/Placement Office and will be reviewed periodically by the Vice President of Students Affairs.

   E. Student Compensation

   The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.
2.5.4 Student Employment

F. Employee Contracts and Forms (See Appendix FM-3)

G. Student Employee Grievance Procedure

Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. Student Security Guards

A. Introduction and Philosophy

Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. Workload of Student Security Guards

i. Student security guards shall be enrolled for a minimum of three (3) semester hours.

ii. Student security guards shall be limited to 20 hours per week when the workweek starts at 7:00 a.m. on Monday and concludes at 11:00 p.m. on Friday. Additional hours may be worked if guards are assigned special duty at games or activities held on campus during the weekend, or if guards are assigned a shift on Saturday and Sunday, between 7:00 a.m. and 11:00 p.m.

C. Students Not in Administration of Justice Program

i. Use of student other than those in Administration of Justice Program:

1. Selection of the student must be personally approved by the Vice President of Student Affairs and chief of security.

2. Selection of a student should not extend beyond one semester without the approval of the Vice President of Student Affairs.

3. Selected student must undergo a special training program directed by the chief of security and approved by the Vice President of Student Affairs.

ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:

1. Wearing of the uniform, general appearance, and demeanor

2. The use of the various security report forms and how to properly complete them to provide requested information; General report writing methods

3. Public relations methods used on the campus

4. Crime prevention methods used on the campus; Patrol methods used in buildings and grounds.

5. Basic techniques for interviewing students, faculty and visitors relative to the incidents

6. Laws and regulations governing the actions of campus security personnel concerning rendering of assistance to students, faculty and visitors on the campus

7. Basic first aid
2.5.4 Student Employment

D. Student Security Guards Employee Benefits

As student employees there are not entitlements to employee benefits; i.e., vacation retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker’s Compensation Insurance.

E. Student Employment Records

The student security guard’s employment records will be maintained at the office of the chief of security and reviewed periodically by the Vice President of Student Affairs.

2.5.5 Student Governance

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the college president who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The president shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, and the Maricopa Community Colleges Governing Board Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. Officers/Members

All reference in this document to positions will designate whether the position is an officer position or a member position.

Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.

2. Designation

Colleges with two (2) student governments shall designate the governments as “day” or “evening.” Colleges with one (1) government shall be considered day students, for the purposes of this document.
2.5.5 Student Governance

3. Eligibility for Office
   All student governance constitutions shall prescribe that all persons elected or appointed as officers shall be enrolled in and maintain a minimum of six (6) credit hours for day student governments, three (3) credit hours for evening student governments. Officers shall have and maintain a minimum cumulative grade point average of 2.50 and be in good standing (not on probation) according to the written district policy. Convicted felons shall be ineligible for office (ARS § 13-904). The constitution may, however, set more rigid requirements, if so desired by college student governance.

4. Tenure of Position
   Tenure in any student governance position shall be determined by the respective student governance constitutions. In no case shall any student be allowed to serve in any combination of officer/member positions beyond a total of ten (10) semesters. Tenure in any combination of officer positions shall be limited to four (4) semesters.

5. Removal from Office
   Provisions shall be made in all student governance constitutions for removal for cause of individuals from elected or appointed student governance positions.

6. Remuneration Limitations
   A. Student body officers may receive financial support and/or a letter grade in a leadership class during their terms of office as authorized in their respective student governance constitutions. Student body officers (maximum 5) may receive up to twenty (20) hours per week in financial support and/or up to six (6) credit hours in leadership classes per semester. Remuneration shall be for services rendered and not for merely holding the office.
   B. For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.
   C. The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.
   D. Compensation may be received for both honorariums/scholarships and college employment in the same semester.

7. Amending Student Constitutions
   College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any constitutional changes to the President of the college for transmittal to the Governing Board General Counsel.

8. Student Governance Advisors
   College organization advisors will be provided for in each student governance constitutions. Such advisors shall be full-time or part-time employees of the Maricopa Community Colleges.
   Recommendations for appointment of an advisor may be submitted to the appropriate vice president or college president. Recommendations for dismissal of an advisor with just cause may be submitted to the appropriate vice president or college president.

9. Legal/Fiscal/Financial Matters
   Authority and responsibility beyond the scope specifically covered in student policies, or interpretation of such matters within laws, board policies, etc. shall rest with the offices of General Counsel and Chancellor, respectively.

10. Final Authority
    In the event of a complete breakdown of the governance body, the college president will serve as the final authority.
2.5.5 Student Goverance

Student Clubs and Organizations

In addition to student governing bodies, student clubs and organizations may be formed that fall under the operational direction of the Office of Student Life and Leadership and the administrative direction of the Vice President of Student Affairs at each college. Student clubs and organizations are generally interest-based in nature (such as for a particular program, discipline, or college activity) and are considered to be an important part of the total college experience. Each college shall outline the requirements necessary to establish the formation of an interest-based student club and organization (i.e., mission/purpose, size, structure, advisors). Club advisors shall be employees of the Maricopa County Community College District.

In most instances, student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College. Pursuant to ARS §15-1863, religious or political student organizations may determine that the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are part of the organization's religious or political mission and that only persons committed to that mission should conduct such activities. For religious and political organizations, state statute recognizes the role that viewpoint serves in the mission and purpose of the organization's operations. Thus, such groups may elect to select members based upon organizational doctrine. The MCCCD may not deny recognition or any privilege or benefit to a religious or political student organization or group that exercises its rights pursuant to the statute.

Whereas ARS §15-1863 allows religious and political organizations to determine their internal affairs and the selection of their leaders and members, the MCCCD non-discrimination policy is applicable to all other aspects of these student clubs and organizations.

4.18 Consensual Relationships

1. General

The existing Governing Board Policy on Hiring of Relatives prohibits employees from being involved in any employment or key decision that involves a relative. This would include work performance, job assignments, or pay related matters. In that such relationships can create a conflict with the interests of the Maricopa Community Colleges, and the increased potential for nepotism and favoritism, the same principles also apply in the case of consensual amorous, romantic and/or sexual relationships that occur between employees or between employees and students.

In the work and academic environment, such a relationship that might be appropriate in other circumstances is inappropriate if one of the individuals in the relationship has a professional responsibility toward, or is in a position of authority with respect to, the other, such as in the context of supervision, instruction, coaching, counseling or advisement. An element of power is present in such a context and it is incumbent upon those with authority not to abuse that power. In addition, consensual relationships may yield to third parties the appearance that unfair bias or favoritism towards the student or supervisee is taking place.

A. Definitions

i. Consensual relationships are defined as romantic, amorous and/or sexual relationships between consenting employees or between employees and adult (18 years or older) college students currently enrolled at one of the community colleges.

ii. An employee is any individual who is employed by the Maricopa County Community College District (MCCCD). An employee includes an individual who is subject to an established employee job group policy manual, whether regular, full-time board approved, at-will, part-time, and/or temporary. An employee also includes a contract worker (special services employment, request for personnel services) working or serving as an agent or designee on behalf of the MCCCD.

iii. A student is considered to be any person currently enrolled in a credit or non-credit class at one of the colleges or centers within the Maricopa County Community College District.
iv. A vendor is someone who sells or can sell products or services to the Maricopa County Community College District.

v. A recent consensual relationship is considered to be one that has taken place within the past 24 months.

B. Prohibited Conduct

i. An employee shall not maintain, engage in or be involved in a consensual relationship with another employee who is subject to that individual’s supervision or with a student that is currently enrolled in the individual’s class, or a student whom the individual otherwise instructs, coaches, counsels or advises, or with a vendor if the employee manages that contract or otherwise exerts influence over the contract.

ii. The Governing Board recognizes that the personal life of its employees is not a concern of the institution, and therefore, this regulation does not seek to prohibit romantic relationships that exist between parties where the context of power-authority between employees or between employees and students is not present; and provided that the relationship does not affect the employee’s effectiveness in fulfilling his or her professional obligation. For these instances, appropriate measures should still be taken in order to avoid conflicts of interest from occurring. For relationships that may exist prior to the time that either a student or employee is placed in a situation of instruction or supervision that is considered to be a conflict of interest, the employee(s) involved shall disclose and take immediate measures to avoid the conflict or appearance of conflict.

2. Procedures for Disclosure

Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.

A. Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:

i. Immediate disclosure by the employee of the relationship to their supervisor and to the appropriate Vice President or Vice Chancellor in order to ensure that any conflicts of interest have been adequately addressed.

ii. The respective administrator responsible for the department or division shall place the subordinate under alternate supervision when a supervisor under his/her direction has or has had a recent consensual relationship with the employee.

iii. The supervisor shall recuse himself or herself from any discussions or involvement with decisions related to evaluations, promotion, hiring, determination of salary, or continuation of contract or employment.

iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies the appropriate alternate arrangements that have been made to eliminate the conflict of interest. The EEO/AA Office shall be provided a copy of the report along with the employees involved in the relationship.

B. Where the employee is already in or has had a recent consensual relationship with a student prior to enrollment in his or her class, the following procedures shall be followed:

i. The faculty member shall counsel and advise the student not to enroll in his or her course.

ii. The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.
### 4.18 Consensual Relationships

iii. If it is not possible for a student to enroll in another course, section, or course and section at another college due to a requirement for completion of a degree or certificate and no other academic option is available, disclosure of the relationship will be made to the appropriate Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor for Academic and Student Affairs for consideration. The Chancellor or his/her designee may allow a student to enroll in the class only upon a showing by the student that the enrollment is necessary to avoid an extreme hardship, and upon a showing by the college President or designee that the academic integrity of the student's enrollment in the class will nevertheless be maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process at: [https://administration.maricopa.edu/acknowledgement-and-disclosure](https://administration.maricopa.edu/acknowledgement-and-disclosure).

4. An employee who fails to follow the requirements established in this policy and who does not withdraw from participation in activities or decisions that may reward or penalize a supervisee or student with whom the employee has or has had a recent consensual amorous relationship, will be considered in violation of policy and will be addressed in accordance with established processes in job group policy manuals.

---

### Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

The information contained in this document was prepared under the guidelines established by 20 United States Code, section 1092(f), known as the “Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime Statistics Act,” and the Code of Federal Regulations. The information represents a general description of the Maricopa County Community College District (MCCCD Administrative Regulation included in section 2.4.11) - Rio Salado College security/safety policies and programs, and the crime statistics for the most recent calendar year, in addition to the two preceding calendar years. This information is not intended to serve as a contractual agreement between the college and the recipient.

**General/Introduction**

Rio Salado College Public Safety enjoys good relations with its neighbors and maintains a highly visible Public Safety Department which provides for the safety of the campus community.

Rio Salado College Public Safety personnel cooperate fully and maintain a good working relation with city, county, state and federal law enforcement agencies. This relationship includes communication among the agencies in reference to certain reported crimes and of certain arrests, as required by the Clery Act (The Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistic Act). Rio Salado College reports all incidents of alleged criminal activities, which occur on the college property.

In today’s society, no community can be totally risk free. Therefore, in order to lessen the chances of crimes occurring within the campus community, cooperation and vigilance is critical. All members of the campus community are encouraged to immediately report all suspected crimes, unusual or suspicious activities, and emergencies to Public Safety.

**Crime Awareness and Prevention Programs**

**Campus Security - Public Safety Department and External Law Enforcement Agencies**

Rio Salado College Public Safety provides for the security and safety of the college campus community. The department is located inside of the Tower Building, Second Floor, Suite 2017. The address is 2323 West 14th Street, Tempe, AZ 85281. The operational hours of the department is seven days a week, including holidays and standard days of college closures. The telephone number is 480-377-4555, or from a college phone (land line) *555 (star 555).
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

The department staff consists of one Commander, and several non-sworn public safety aides, in addition to an office support staff. Most college locations have public safety aides on duty during their hours of operation. These public safety aides are supervised by the Rio Salado College Commander of Public Safety. The Public Safety Commander has full peace officer authority, including arrest authority under Arizona Revised Statutes (ARS) Title 13-3883 and as further defined by the Arizona Peace Officer Standards and Training Board. The public safety aides have no arrest authority except those granted under ARS 13-3884. Rio Salado College Public Safety maintains a cooperative working relationship with all police and fire departments within the county of Maricopa, and will request assistance from these agencies as needed.

Security and Access to College Facilities

Rio Salado College strives to maintain a safe and secure college campus environment for students, staff and visitors. Offices, meeting rooms, and classrooms are monitored and/or secured when not in use. College Public Safety members, who discover defective doors and locks, interior/exterior lighting problems, or other safety hazards, immediately report the situation to the appropriate college department for action. To further improve safety, the Rio Salado College encourages all college community members to take an active role and immediately report any observation of a suspected crime, unusual or suspicious activity, emergency, or hazardous condition to 480-377-4555 or 480-517-8200, or on college extension *555 or *501.

The college does not own, maintain or control: a) dormitories or other residential facilities; b) off campus facilities for recognized student organizations; and c) non-campus buildings or properties that are used for educational purposes.

The campus is open Monday-Thursday, 8:00 AM to 10:00 PM; Friday, 8:00 AM to 5:00 PM; and Saturday, 8:00 AM to 5:00 PM and is closed on Sunday and designated holidays.

Reporting Crime and Emergencies

Crime or Other Emergency in Progress: Students, employees and others are encouraged to report all criminal activity and emergencies occurring on campus. A report may be filed with a public safety aide or appropriate personnel in the Public Safety Department, or by calling 480-377-4555 or on college extension *555. In emergency situations, 9-1-1 may be called first, followed by an immediate notification to College Public Safety at 480-377-4555 or on college extension *555.

Reports of a past crime or incident may be made to the following law enforcement authorities. This list provided is determined by the city of the Rio Salado College location where the incident occurred.

- Rio Salado College Public Safety Department: In person or by calling 480-377-4555 and/or the following local police agency of the location where the incident occurred
  - Avondale Police Department: In person or by calling 623-333-7000
  - Glendale Police Department: In person or by calling 623-930-3000
  - Mesa Police Department: In person or by calling 480-644-2211
  - Phoenix Police Department: In person or by calling 602-262-6151
  - Surprise Police Department: In person or by calling 623-222-4000
  - Tempe Police Department: In person or by calling 480-350-8311

Crimes may also be reported to Campus Security Authorities as defined by the Campus Security Policy and Campus Crime Statistics Act. These authorities include officials who have significant responsibility for student and campus activities such as the Dean of Student Affairs, athletic coaches and various faculty advisors.

Voluntary Confidential Reporting

At Rio Salado College, we will take a report that will allow a victim or witness to report crime on a voluntary and confidential basis. Call the Public Safety office at 480-377-4555 and ask to speak to the Commander.
Policies & Procedures

Confi dential Reporting to a Counselor

Rio Salado College does not have a policy or procedure that encourages its professional counselors; if and when the counselor deems it appropriate, to inform the person being counseled of any procedures to report crime on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Generally, when counselors do not have the permission of the victim, they can only report the occurrence of a number/statistic to the law enforcement authority.

Institutional Response and Timely Warning Reports:

The importance of reporting crime, suspected crime and unusual or suspicious activity to Rio Salado College Public Safety Department cannot be over emphasized. The reports provide a basis for making timely warnings when a crime may present a threat to other members of the college campus community and also assist the college in providing a full disclosure in the annual crime statistics report. In addition, such action by a victim or witness will assist in making the campus environment a safer place for the entire community.

Generally, a public safety aide is immediately dispatched to all college related incidents. A public safety aide and, if necessary, a local police officer will respond to each report of criminal activity. The local Fire Department responds to reports of fire or medical emergencies. In the event of the identification of an on-going threat to the safety and security of the college population, Rio Salado College Public Safety will issue a warning. This warning may be made via posters, emails, through the college newspaper, voice notification, SMS texting, or a combination of these methods.

Public Safety Updates/Daily Crime Log

The occurrence of crime considered to present a threat to members of the college campus community, is reported on a weekly basis through the “Rio Salado College Public Safety Update – Crime Awareness/Prevention Bulletin.” Copies of the update are available in the College Public Safety office. All college employees receive updated information through the employee portal, College Public Safety site. This information may also be viewed on the web site of Rio Salado College Public Safety. The update provides information on specific crime(s) that have occurred on campus and routinely contains tips on how to avoid becoming a victim.

Rio Salado College Public Safety maintains a Daily Crime Log that contains the date, time, location, nature and disposition of all crimes occurring at the college and on adjacent public property. Entries in the log are made within two business days of the incident report. Copies of the log are available to anyone requesting this information at the Public Safety office. Requests for Daily Crime Log information older than 60 days will be provided within two business days. This information is available during regular business hours, Monday – Friday, 8:00 AM – 5:00 PM, excluding holidays and when the college is closed.

Crime Statistics:

Statistics and security policies, collated in accordance to the guidelines established in the Clery Act (20 USC§1092(f)), are published and distributed annually to all current students and employees, and to any applicant for enrollment or employment at the college. A copy will also be provided to anyone, upon request to the College Public Safety office, in person or by telephone at 480-377-4555.

Crime Awareness/Prevention Bulletin:

The occurrence of crime considered to present a threat to members of the college community is reported on a timely basis through the “Crime Awareness/Prevention Bulletin.” All college departments are notified through electronic mail. The bulletin provides information on the specific crime(s) that occurred and how to avoid becoming a victim.

Escort Service

An escort service is available to the students, faculty and staff of Rio Salado College. A request may be made to Rio Salado College Public Safety at extension *555 from a college phone or 480-377-4555. An public safety aide will respond and accompany you to a vehicle or the bus stop closest to the campus.
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Safety Presentations
Rio Salado College Staff Development will conduct presentations relating to crime prevention and safety policies during orientations and at other times, when requested by staff or students. Crime prevention materials are made available to all incoming students. Rio Salado College provides these presentations and programs through various methods of training, which includes Brown Bags.

Alcohol and Drug Policy and Prevention

District Policy:
The Maricopa Community College District supports the Drug Free Schools and Communities Act Amendments of 1989, Public Law 101-226, and complies with all federal, state, and local laws pertaining to controlled substances, including alcohol. The possession, sale or consumption of an alcoholic beverage in any premises owned and/or leased/rented by the District for approved educational purposes is prohibited.

College Response to Alcohol and Drug Violations:
Besides the sanctions imposed by federal and state courts concerning controlled substance violation(s), Rio Salado College will respond administratively when the offense involves a student or employee as the offender. Students and employees are subject to applicable District policies and disciplinary procedures. Sanctions may include suspension or expulsion for student offenders or termination of employment for employees.

Alcohol and Drug Abuse Prevention Program:
Rio Salado College utilizes evidenced-based strategic interventions, collaboration, innovation and the incorporation of the wellness dimensions to reduce harmful consequences of alcohol and other drug use. Additional information is available at:

http://www.riosalado.edu/consumerinformation/Pages/AlcoholAndDrugAbusePrevention.aspx

Breathe Easy Initiative
The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of “e-cigarettes”) and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, roof tops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.
Sexual Assault Procedures, Reporting and Prevention

Reporting a Sexual Assault:

Any student, employee or visitor who is the victim of a sex offense, forcible or non-forcible, is encouraged to report the assault to the Rio Salado College Public Safety Department or the local police department. If a victim so chooses, he/she may be assisted by college authorities in reporting the assault to the proper law enforcement authorities. After making the report, the victim is not obligated to continue with legal or college disciplinary action. The assault may be reported in person at:

1. The Public Safety Department: In person or by calling 480-377-4555
2. The local police department within the city of the college: In person or by calling:
   - Avondale Police Department: In person or by calling 623-333-7000
   - Glendale Police Department: In person or by calling 623-930-3000
   - Mesa Police Department: In person or by calling 480-644-2211
   - Phoenix Police Department: In person or by calling 602-262-6151
   - Surprise Police Department: In person or by calling 623-222-4000
   - Tempe Police Department: In person or by calling 480-350-8311

In emergency situations, 9-1-1 may be called first, followed by an immediate notification to College Public Safety at 480-377-4555 or on college extension *555.

Preserving Evidence of a Sexual Assault

After a sexual assault, it is very important that the victim receive a medical examination for health and evidentiary reasons. A victim should not wash, use the toilet or change clothes before seeing trained medical personnel. If clothes are changed, those worn during the assault should be placed in a paper bag and taken along to the examination. Even if the victim is certain that he/she will not prosecute, it is important to gather as much evidence as possible just in case the victim decides to pursue criminal charges at a later date.

Coping with Sexual Assault

Victims of a sexual assault may find it helpful to discuss their experience with a counselor. College counselors are available to meet with victims in an informal and private setting. The counselor can assist by changing a victim's academic situation, serve as a source of referral to outside agencies, and provide information about on-and-off college campus reporting, prosecution procedures, and the college disciplinary process.

Victims of a sexual assault may also receive free, confidential, twenty-four hour, counseling by calling the Rape Abuse Incest National Network (RAINN) at 1-800-656-4673, extension 1. Trained counselors are available twenty-four hours a day, seven days a week.

How to Reduce the Risk of Sexual Assault

Reproduced from the RAINN web site at: www.rainn.org

- When you go to a party, go with a group of friends.
- Arrive together, watch out for each other, and leave together.
- Don't leave your beverage unattended or accept a drink from an open container.
- Don't allow yourself to be isolated with someone you don't know or trust.
- Be aware of your surroundings at all times.
- Trust your instincts.
- Think about the level of intimacy you want in a relationship, and clearly state your limits.
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Prevention Programs
Rio Salado College staff development will conduct presentations relating to crime prevention and safety policies during orientations and at other times, when requested by staff or students. Crime prevention materials will be distributed to all students upon request.

College Response to a Sexual Assault
Sexual assault is a criminal act which subjects the perpetrator to criminal and civil penalties in state and federal courts. Besides the sanctions that can be imposed in court, Rio Salado College will respond administratively if a sexual assault or other criminal offense involves a student or employee as the offender. Students and employees are subject to applicable District policies and disciplinary procedures, including policies prohibiting sexual harassment. Sanctions may include suspension or expulsion for student offenders or termination of employment for employees.

Victims may commence a disciplinary action by submitting a written, signed statement detailing the incident to the Associate Dean of Student Services. The accuser and accused are entitled to the same opportunities to have others present during the disciplinary hearing, and in the case of sexual assault, both the accuser and accused shall be informed of the outcome.

Information for Crime Victims about Disciplinary Proceedings
Rio Salado College, upon written request, will disclose to the alleged victim of any crime of violence or non-forcible sex offense, the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon request, to the next of kin of the alleged victim. This provision applies to any disciplinary proceeding conducted by the college on or after August 14, 2009.

Sex Offender Registry
Sex offender registry information is not maintained by Rio Salado College Public Safety. Law enforcement agency information concerning registered sex offenders may be obtained by visiting the following Internet address: www.azsexoffender.com.

Emergency Response and Evacuation Procedures

Emergency Notification
A public safety aide is immediately dispatched to all college emergency related incidents. A public safety aide and, if necessary, a local police officer will respond to each report of criminal activity. The local Fire Department responds to reports of fire or medical emergencies.

Upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of the campus population, Rio Salado College Public Safety will initiate the campus Mass Notification System (MNS), unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. The MNS is capable of reaching those on campus through redundant means that may include emergency beacons, VoIP telephony, sirens, a public address system, bullhorns and/or other means available. The decision on an appropriate course of action and the type of instructions given to the campus community will be made by the Public Safety Director, a college campus police officer or other college official based upon the information available at the time. Actions may vary and may include orders to evacuate a portion of or all of the campus or to lock down in place.
Evacuation Procedures
All Rio Salado College buildings have an alarm notification system for evacuations. When the alarm sounds in a campus building, individuals should immediately evacuate the building and gather at a predetermined Point of Assembly.
Rio Salado College assigns individuals to assist with the evacuation process. These individuals are called Building Evacuation Team Members. When an emergency occurs, these individuals are responsible for safely directing employees, visitors and guests to the closest exit and then to the designated Point of Assembly. They also assist individuals who cannot descend stairs to the closest Area of Rescue Assistance. Evacuation plans are available at the Public Safety department at the Rio Salado College Administrative Headquarters and additional locations.

Testing Emergency Response and Evacuation Procedures
Fire alarms as well as evacuation and immediate warning (MNS) systems are tested on a regular basis and at least annually. Tests may be announced or unannounced.

Additional Policies
Weapons
With the exception of college campus police officers and other state certified police officers, the possession or use of a firearm on the college property is strictly forbidden. The Maricopa Community College District Governing Board promulgated the weapons policy under ARS §13-2911 C. Anyone violating the policy is subject to arrest under ARS § 13-2911 and/or subject to applicable college disciplinary procedures.

Assistance for Disabled Motor Vehicles
Rio Salado College Public Safety does not provide assistance for disabled motor vehicles.

Children on Campus
Children younger than 18 years of age may not attend a class unless they are officially registered for the class. Children that are not officially registered are not allowed on college campus unless participating in an authorized college program or under the immediate supervision of an adult.

Annual Disclosure of Crime Statistics
Preparing the Annual Disclosure
Rio Salado College Public Safety, under direction of the Director of Public Safety, has the responsibility of gathering the data used to prepare the annual campus crime statistics. The data is obtained from reports made to Rio Salado Public Safety, the local police department within the city of the Rio Salado College location, and College Security Authorities. The college campus crime data is gathered the same day that it is reported. Data is obtained annually from all local police agencies within the area of the Rio Salado College locations and compared with the data gathered at the college. The resulting data is used to prepare the annual crime statistics report.
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

Rio Salado College – Annual Crime Statistics

The following statistics were gathered in accordance with the guidelines established under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. §1092(f)). The crime definitions outlined in the Federal Bureau of Investigation’s National Incident Based Reporting System, as modified by the Hate Crime Statistics Act, were utilized in compiling the numbers.

Follow link to view crime statistic tables: www.riosalado.edu/about/Documents/safety_disclosure.pdf

Note:
1. The college interprets “On Public Property” to mean the near sidewalk, in the street, and on the far sidewalk surrounding the perimeter of the college property.
2. Based on available data, no hate crime occurred at the college or on public property from 2005 through 2011.

The college does not own dormitories or other residential facilities. Nor does the college own or control a non-college building or property that is used for educational purposes.

Questions?

If you have concerns or need more information about security policies and safety at Rio Salado College, please contact the Director of Public Safety at 480-377-4555 or the Vice President of Administrative Services at 480-517-8137. A college official will be glad to discuss your concerns.

<table>
<thead>
<tr>
<th></th>
<th>Tempe - Main</th>
<th></th>
<th></th>
<th>Rio - Avondale</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFENSE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>ARREST FOR:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse Violation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>REFERRALS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Referrals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession Referral</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violation Referral</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

These referrals include On-Campus, Non-Campus, and Public Property.

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281

Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFENSE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>ARREST FOR:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse Violation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>REFERRALS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Referrals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession Referral</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violation Referral</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

These referrals include On-Campus, Non-Campus, and Public Property.

Hate Crimes: There were no reported hate crimes for the years: 2011, 2012, and 2013.

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281
# Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

## Rio - Communiversity @ Surprise

<table>
<thead>
<tr>
<th>Offense</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Arrest for:

| Liquor Law Violation                    | 0    | 0    | 0    |
| Drug Abuse Violation                    | 0    | 0    | 0    |
| Weapons Possession                      | 0    | 0    | 0    |

### Referrals:

| Liquor Law Referrals                    | 0    | 0    | 0    |
| Weapons Possession Referral             | 0    | 0    | 0    |
| Drug Law Violation Referral             | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281

## Dental Hygiene Center

<table>
<thead>
<tr>
<th>Offense</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Arrest for:

| Liquor Law Violation                    | 0    | 0    | 0    |
| Drug Abuse Violation                    | 0    | 0    | 0    |
| Weapons Possession                      | 0    | 0    | 0    |

### Referrals:

| Liquor Law Referrals                    | 0    | 0    | 0    |
| Weapons Possession Referral             | 0    | 0    | 0    |
| Drug Law Violation Referral             | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281

## Rio - Downtown

<table>
<thead>
<tr>
<th>Offense</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Arrest for:

| Liquor Law Violation                    | 0    | 0    | 0    |
| Drug Abuse Violation                    | 0    | 0    | 0    |
| Weapons Possession                      | 0    | 0    | 0    |

### Referrals:

| Liquor Law Referrals                    | 0    | 0    | 0    |
| Weapons Possession Referral             | 0    | 0    | 0    |
| Drug Law Violation Referral             | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281

## Rio - Communiversity @ Queen Creek

<table>
<thead>
<tr>
<th>Offense</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Arrest for:

| Liquor Law Violation                    | 0    | 0    | 0    |
| Drug Abuse Violation                    | 0    | 0    | 0    |
| Weapons Possession                      | 0    | 0    | 0    |

### Referrals:

| Liquor Law Referrals                    | 0    | 0    | 0    |
| Weapons Possession Referral             | 0    | 0    | 0    |
| Drug Law Violation Referral             | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

Hate Crimes: There were no reported hate crimes for the years: 2010, 2011, and 2012.

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281
# Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

## Rio - Lifelong Learning Center

<table>
<thead>
<tr>
<th>OFFENSE:</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### ARREST FOR:

| Liquor Law Violation                  | 0    | 0    | 0    |
| Drug Abuse Violation                  | 0    | 0    | 0    |
| Weapons Possession                    | 0    | 0    | 0    |

### REFERRALS:

| Liquor Law Referrals                  | 0    | 0    | 0    |
| Weapons Possession Referral           | 0    | 0    | 0    |
| Drug Law Violation Referral           | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

## Rio @ Luke Air Force Base

<table>
<thead>
<tr>
<th>OFFENSE:</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### ARREST FOR:

| Liquor Law Violation                  | 0    | 0    | 0    |
| Drug Abuse Violation                  | 0    | 0    | 0    |
| Weapons Possession                    | 0    | 0    | 0    |

### REFERRALS:

| Liquor Law Referrals                  | 0    | 0    | 0    |
| Weapons Possession Referral           | 0    | 0    | 0    |
| Drug Law Violation Referral           | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

## East Valley Veterans Educational Center

<table>
<thead>
<tr>
<th>OFFENSE:</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### ARREST FOR:

| Liquor Law Violation                  | 0    | 0    | 0    |
| Drug Abuse Violation                  | 0    | 0    | 0    |
| Weapons Possession                    | 0    | 0    | 0    |

### REFERRALS:

| Liquor Law Referrals                  | 0    | 0    | 0    |
| Weapons Possession Referral           | 0    | 0    | 0    |
| Drug Law Violation Referral           | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

## Rio - Northern

<table>
<thead>
<tr>
<th>OFFENSE:</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### ARREST FOR:

| Liquor Law Violation                  | 0    | 0    | 0    |
| Drug Abuse Violation                  | 0    | 0    | 0    |
| Weapons Possession                    | 0    | 0    | 0    |

### REFERRALS:

| Liquor Law Referrals                  | 0    | 0    | 0    |
| Weapons Possession Referral           | 0    | 0    | 0    |
| Drug Law Violation Referral           | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.
# Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary

## Rio - Southern

<table>
<thead>
<tr>
<th>OFFENSE:</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Rio - Thomas

<table>
<thead>
<tr>
<th>OFFENSE:</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder and Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offense</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking (New for 2013)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## ARREST FOR:

| Liquor Law Violation          | 0    | 0    | 0    |
| Drug Abuse Violation          | 0    | 0    | 0    |
| Weapons Possession            | 0    | 0    | 0    |

## REFERRALS:

| Liquor Law Referrals          | 0    | 0    | 0    |
| Weapons Possession Referral   | 0    | 0    | 0    |
| Drug Law Violation Referral   | 0    | 0    | 0    |

These referrals include On-Campus, Non-Campus, and Public Property.

---

# Hate Crimes:

There were no reported hate crimes for the years: 2011, 2012, and 2013.

---

Statistics for all locations were previously combined with the Tempe location for the years prior to 2011. Rio Salado College, Tempe – Main 2323 West 14th Street Tempe, Arizona 85281
COURSE DESCRIPTIONS

The following section includes a description of courses available through Rio Salado College. Courses are listed alphabetically according to subject prefix. The prerequisite(s) for the class is stated, if applicable. Note that courses with an asterisk are offered through an educational partnership or customized training program only. Students are advised to meet with an academic advisor regarding the transferability of courses to particular colleges or universities.

www.riosalado.edu/schedule
COURSE DESCRIPTIONS
<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (ACC)</td>
<td>410</td>
</tr>
<tr>
<td>Addictions and Substance Use Disorders (ASD)</td>
<td>411</td>
</tr>
<tr>
<td>Advertising Arts (ADA)</td>
<td>413</td>
</tr>
<tr>
<td>Agribusiness (AGB)</td>
<td>414</td>
</tr>
<tr>
<td>Agricultural Landscape (AGL)</td>
<td>414</td>
</tr>
<tr>
<td>Agricultural Science (AGS)</td>
<td>414</td>
</tr>
<tr>
<td>Airline Operations (AIR)</td>
<td>415</td>
</tr>
<tr>
<td>Alternate Energy (AEN)</td>
<td>418</td>
</tr>
<tr>
<td>Anthropology (ASB)</td>
<td>418</td>
</tr>
<tr>
<td>Arabic (ARB)</td>
<td>419</td>
</tr>
<tr>
<td>Arabic Humanities (AHU)</td>
<td>419</td>
</tr>
<tr>
<td>Arizona Builders Alliance (ABA)</td>
<td>419</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>420</td>
</tr>
<tr>
<td>Art Humanities (ARH)</td>
<td>421</td>
</tr>
<tr>
<td>Associated Builders and Contractors (ABC)</td>
<td>421</td>
</tr>
<tr>
<td>Astronomy (AST)</td>
<td>422</td>
</tr>
<tr>
<td>Automotive Performance Technology (APT)</td>
<td>423</td>
</tr>
<tr>
<td>Automotive Technology (AUT)</td>
<td>423</td>
</tr>
<tr>
<td>Behavioral Health Services Technology (BHS)</td>
<td>434</td>
</tr>
<tr>
<td>Biology (BIO)</td>
<td>424</td>
</tr>
<tr>
<td>Building Safety and Construction Technology (BLT)</td>
<td>425</td>
</tr>
<tr>
<td>Business-Personal Computers (BPC)</td>
<td>425</td>
</tr>
<tr>
<td>Career and Technical Education (CTE)</td>
<td>425</td>
</tr>
<tr>
<td>Carpentry: Apprenticeship (CRP)</td>
<td>427</td>
</tr>
<tr>
<td>Chemistry (CHM)</td>
<td>427</td>
</tr>
<tr>
<td>Child/Family Studies (CFS)</td>
<td>428</td>
</tr>
<tr>
<td>Chinese (CHI)</td>
<td>432</td>
</tr>
<tr>
<td>Clinical Dental Assisting</td>
<td>432</td>
</tr>
<tr>
<td>Communication (COM)</td>
<td>433</td>
</tr>
<tr>
<td>Community Dental Health (CDH)</td>
<td>433</td>
</tr>
<tr>
<td>Computer Information Systems (CIS)</td>
<td>434</td>
</tr>
<tr>
<td>Computer Science (CSC)</td>
<td>434</td>
</tr>
<tr>
<td>Computers (BPC, CCT, CIS, CSC)</td>
<td>434</td>
</tr>
<tr>
<td>Construction (CNS)</td>
<td>441</td>
</tr>
<tr>
<td>Corporate Computer Technology (CCT)</td>
<td>441</td>
</tr>
<tr>
<td>Counseling and Personal Development (CPD)</td>
<td>441</td>
</tr>
<tr>
<td>Creative Writing (CRW)</td>
<td>442</td>
</tr>
<tr>
<td>Credit Services Industry (CSI)</td>
<td>444</td>
</tr>
<tr>
<td>Critical Reading (CRE)</td>
<td>447</td>
</tr>
<tr>
<td>Culinary Arts (CUL)</td>
<td>447</td>
</tr>
<tr>
<td>Customer Service Representative (CSR)</td>
<td>447</td>
</tr>
<tr>
<td>Dental Assisting (Clinical)</td>
<td>453</td>
</tr>
<tr>
<td>Dental Assisting Education (DAE)</td>
<td>453</td>
</tr>
<tr>
<td>Dental Hygiene Education (DHE)</td>
<td>455</td>
</tr>
<tr>
<td>Early Childhood Education (ECH)</td>
<td>457</td>
</tr>
<tr>
<td>Early Education (EED)</td>
<td>458</td>
</tr>
<tr>
<td>Early Education Professions (EEP)</td>
<td>459</td>
</tr>
<tr>
<td>Economics (ECN)</td>
<td>463</td>
</tr>
<tr>
<td>Education (EDU)</td>
<td>463</td>
</tr>
<tr>
<td>Education Field Experiences (EFX)</td>
<td>478</td>
</tr>
<tr>
<td>Education of Adult Learners (EDA)</td>
<td>487</td>
</tr>
<tr>
<td>Education Professional Development (EPD)</td>
<td>488</td>
</tr>
<tr>
<td>eLearning (ELN)</td>
<td>495</td>
</tr>
<tr>
<td>Emergency Medical Technology (EMT)</td>
<td>498</td>
</tr>
<tr>
<td>Endorsement for Early Childhood (EEC)</td>
<td>498</td>
</tr>
<tr>
<td>Engineering Science (ECE)</td>
<td>499</td>
</tr>
<tr>
<td>English (ENG)</td>
<td>499</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>500</td>
</tr>
<tr>
<td>English Humanities (EH)</td>
<td>501</td>
</tr>
<tr>
<td>Entrepreneurial Studies (EPS)</td>
<td>501</td>
</tr>
<tr>
<td>Family and Consumer Science (FCS)</td>
<td>502</td>
</tr>
<tr>
<td>Fire Science Technology (FSC)</td>
<td>502</td>
</tr>
<tr>
<td>Food and Nutrition (FON)</td>
<td>504</td>
</tr>
<tr>
<td>French (FRE)</td>
<td>505</td>
</tr>
<tr>
<td>General Business (GBS)</td>
<td>506</td>
</tr>
<tr>
<td>General Technology (GTC)</td>
<td>507</td>
</tr>
<tr>
<td>Geography (GCU, GPH)</td>
<td>508</td>
</tr>
<tr>
<td>Geology (GLG)</td>
<td>509</td>
</tr>
<tr>
<td>German (GER)</td>
<td>509</td>
</tr>
<tr>
<td>Health Related (HCC, HCR, HES)</td>
<td>509</td>
</tr>
<tr>
<td>History (HIS)</td>
<td>512</td>
</tr>
<tr>
<td>Human Services Administration (HSA)</td>
<td>512</td>
</tr>
<tr>
<td>Humanities (HUM)</td>
<td>514</td>
</tr>
<tr>
<td>Industry (IND)</td>
<td>515</td>
</tr>
<tr>
<td>Infant/Toddler Development (ITD)</td>
<td>515</td>
</tr>
<tr>
<td>Information Studies (IFS)</td>
<td>515</td>
</tr>
<tr>
<td>Interior Design (INT)</td>
<td>516</td>
</tr>
<tr>
<td>Japanese (JPN)</td>
<td>516</td>
</tr>
<tr>
<td>Journalism (JRN)</td>
<td>516</td>
</tr>
<tr>
<td>Latin (LAT)</td>
<td>516</td>
</tr>
<tr>
<td>Law Enforcement Technology (LET)</td>
<td>517</td>
</tr>
<tr>
<td>Management (MGT)</td>
<td>524</td>
</tr>
<tr>
<td>Marketing (MKT)</td>
<td>525</td>
</tr>
<tr>
<td>Mathematics (MAT)</td>
<td>526</td>
</tr>
<tr>
<td>Music: History/Literature (MHL)</td>
<td>529</td>
</tr>
<tr>
<td>Music: Performance (MUP)</td>
<td>529</td>
</tr>
<tr>
<td>Music: Theory/Composition (MTC)</td>
<td>529</td>
</tr>
<tr>
<td>Nursing: Continuing Education (NCE)</td>
<td>529</td>
</tr>
<tr>
<td>Office Automation Systems (OAS)</td>
<td>530</td>
</tr>
<tr>
<td>Paralegal Studies (PAR)</td>
<td>530</td>
</tr>
<tr>
<td>Pharmacy Technology (PHT)</td>
<td>532</td>
</tr>
<tr>
<td>Philosophy (PHI)</td>
<td>532</td>
</tr>
<tr>
<td>Physical Science (PHS)</td>
<td>532</td>
</tr>
<tr>
<td>Physics (PHY)</td>
<td>533</td>
</tr>
<tr>
<td>Political Science (POS)</td>
<td>533</td>
</tr>
<tr>
<td>Property Management (PRM)</td>
<td>534</td>
</tr>
<tr>
<td>Psychology (PSY)</td>
<td>534</td>
</tr>
<tr>
<td>Public Administration (PAD)</td>
<td>535</td>
</tr>
<tr>
<td>Reading (CRE, RDG)</td>
<td>537</td>
</tr>
<tr>
<td>Recreation (REC)</td>
<td>538</td>
</tr>
<tr>
<td>Religious Studies (REL)</td>
<td>538</td>
</tr>
<tr>
<td>Sign Language (SLG)</td>
<td>538</td>
</tr>
<tr>
<td>Small Business Management (SBS)</td>
<td>539</td>
</tr>
<tr>
<td>Society and Business (SBU)</td>
<td>539</td>
</tr>
<tr>
<td>Sociology (SOC)</td>
<td>540</td>
</tr>
<tr>
<td>Spanish (SPA)</td>
<td>540</td>
</tr>
<tr>
<td>Spanish Humanities (SPH)</td>
<td>542</td>
</tr>
<tr>
<td>Studies in Language and Culture (SLC)</td>
<td>542</td>
</tr>
<tr>
<td>SundtCorp (SUN)</td>
<td>543</td>
</tr>
<tr>
<td>Sustainability/Natural Sciences (SUS)</td>
<td>543</td>
</tr>
<tr>
<td>Sustainability/Social Sciences and Humanities (SSH)</td>
<td>543</td>
</tr>
<tr>
<td>Telecommunications Technology (TLT)</td>
<td>543</td>
</tr>
<tr>
<td>Textiles and Clothing (TEC)</td>
<td>545</td>
</tr>
<tr>
<td>Theatre (THE)</td>
<td>545</td>
</tr>
<tr>
<td>Theatre and Film (THF)</td>
<td>545</td>
</tr>
<tr>
<td>Total Quality Management (TQM)</td>
<td>545</td>
</tr>
<tr>
<td>Trade Related (TDR)</td>
<td>546</td>
</tr>
<tr>
<td>Utilities Customer Service (UCS)</td>
<td>546</td>
</tr>
<tr>
<td>Video Production Technology (VPT)</td>
<td>548</td>
</tr>
<tr>
<td>Workforce Re-Entry (WFR)</td>
<td>548</td>
</tr>
</tbody>
</table>
**Course Descriptions**

**Shared Unique Number (SUN) System**
The Shared Unique Number (SUN) System helps students identify courses that will directly transfer among Arizona’s community colleges and three public universities. Using the SUN System, students can easily search for and enroll in courses that offer direct equivalency at other Arizona colleges and universities. SUN courses have their own unique course number and prefix listed alongside each college’s course number. Look for the SUN icon in your course catalog or college website or visit [www.azsunsystem.com](http://www.azsunsystem.com) for more information.

**Accounting (ACC)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC105</td>
<td>3</td>
<td>Payroll, Sales and Property Taxes</td>
<td>None.</td>
</tr>
<tr>
<td>ACC107*</td>
<td>4</td>
<td>Bookkeeping Theory and Practice</td>
<td>None.</td>
</tr>
<tr>
<td>ACC109*</td>
<td>3</td>
<td>Accounting Concepts</td>
<td>None.</td>
</tr>
<tr>
<td>ACC111</td>
<td>3</td>
<td>Accounting Principles I</td>
<td>None.</td>
</tr>
<tr>
<td>ACC112</td>
<td>3</td>
<td>Accounting Principles II</td>
<td>ACC111 with a grade of “C” or better, or permission of department/division.</td>
</tr>
<tr>
<td>ACC115</td>
<td>2</td>
<td>Computerized Accounting</td>
<td>ACC107 or ACC111 or ACC211 or ACC230, or permission of Instructor.</td>
</tr>
<tr>
<td>ACC121</td>
<td>3</td>
<td>Income Tax Preparation</td>
<td>None.</td>
</tr>
<tr>
<td>ACC211</td>
<td>3</td>
<td>Financial Accounting</td>
<td>ACC107 or ACC111 or ACC211 or ACC230, or permission of Instructor.</td>
</tr>
<tr>
<td>ACC212</td>
<td>3</td>
<td>Managerial Accounting</td>
<td>ACC111 or ACC211 or permission of department/division.</td>
</tr>
<tr>
<td>ACC2201</td>
<td>3</td>
<td>ACC2202</td>
<td>ACC111 or ACC211 or permission of department/division.</td>
</tr>
<tr>
<td>ACC221</td>
<td>3</td>
<td>Tax Accounting</td>
<td>ACC111 or ACC211 or permission of department/division.</td>
</tr>
<tr>
<td>ACC230</td>
<td>3</td>
<td>Uses of Accounting Information I</td>
<td>ACC111 or ACC211 or permission of department/division.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
### Course Descriptions

#### ACC240  3 Credits
**Uses of Accounting Information II**
Introduction to the uses of accounting information for internal and external purposes with emphasis on analysis for use by management. Prerequisites: ACC230.

#### Addictions and Substance Use Disorders (ASD)

##### ASD100  3 Credits
**Foundations of Addictions and Substance Use Disorders**
Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor, ethical issues, pharmacology, family dynamics, dual diagnosis, intervention techniques, self-help groups, levels of care, symptom identification, and conducting alcohol/drug histories. Interactive work stressed. Prerequisites: None.

##### ASD110  3 Credits
**Pharmacology of Substances of Abuse and Dependency**
Exploration of the pharmacology of substance of abuse and dependency. Examines the effects of psychopharmacological chemicals on human physiology. Emphasis on identification and management of substances of abuse and dependency. Prerequisites: None.

##### ASD120  1 Credit
**Professional Ethics in Addictions and Substance Use Disorders**
Exploration of topics relative to the professional and ethical development of the addictions and substance use disorders counselor, including codes of ethics, confidentiality laws, professionalism and boundary issues, and the meeting of individual counselor needs within the field. Prerequisites: None.

##### ASD145  1 Credit
**AIDS and Addiction**
Exploration of AIDS and its relationship to addiction. Emphasis on myths and realities of AIDS, personal values, feelings, and limitations and treatment goals. Prerequisites: None.

##### ASD150  2 Credits
**Principles of Self-Help Groups**
Overview of the fundamental principles, concepts and historical antecedents of the various self-help groups. Emphasis on the self-help groups of Alcoholics Anonymous, Al-anon, Alateen, Narcotics Anonymous, Co-dependents Anonymous, and Adult Children of Alcoholics Prerequisites: None.

##### ASD161  3 Credits
**Beginning Clinical Documentation Skills**
Overview of addictions and substance use disorders counseling, interviewing, and documentation. Includes record keeping and documentation skills. Alcohol and drug abuse counselor core functions emphasized. Prerequisites: None.

##### ASD165  2 Credits
**Theories and Techniques in the Treatment of Addictions**
Overview of counseling theories including the application to addictions and substance use disorders groups. Recordkeeping skills and beginning counseling skills emphasized. Prerequisites: None.

##### ASD166  2 Credits
**Family Dynamics and Addiction**
Analysis of the impact of addictions on all the members of a family. Interviewing, assessment and therapeutic approaches particularly useful for these family members presented. Prerequisites: None.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ASD226  3 Credits
Counseling Multicultural and Diverse Populations
Exploration of influences of culture and diversity on addictions and substance abuse. Emphasis on recovery and therapeutic relationships. Prerequisites: None.

ASD236  2 Credits
Relapse, Recovery, and Addiction
Review of the bio-psycho-social processes of recovery and relapse in addictions. Exploration into those factors that both contribute to and inhibit recovery and relapse. Prerequisites: None.

ASD245  2 Credits
Co-Occurring Disorders
Examines co-occurring disorders from the bio-psycho-social model. Includes causes, consequences, assessment, and treatment, emphasizing the psychoeducational model of treatment. Prerequisites: None.

ASD250  3 Credits
Group Interventions
Focus on group dynamics and group process as they relate to addictions and substance use disorders. Exploration of group developmental stages, family intervention models, various counseling approaches/techniques and their application to therapeutic, education, and family groups. Prerequisites: None.

ASD275  3 Credits
Advanced Theory and Techniques in the Treatment of Addiction Disorders
Capstone course for level two certificate in addictions and substance use disorders program. Focus on counseling theories and techniques used by counselors as they relate to the client and family members. Prerequisites: ASD220, ASD226, ASD245, and ASD250 with a grade of C or better, or permission of Instructor.

ASD280  6 Credits
Addictions and Substance Use Disorders Practicum
Opportunity for advanced students to use his/her developed knowledge and skills in an applied setting with supervision. Prerequisites: ASD275 with a grade of C or better, or permission of Department or Division. Course Notes: ASD280 may be repeated for a total of twelve (12) credit hours.

ASD285  1 Credit
Addictions Seminar
Special topics in addictions and substance use disorders with an emphasis on current issues not covered in other addictions and substance use disorders courses. Prerequisites: None. Course Notes: ASD285 may be repeated for a total of four (4) credit hours.

ASD285AA  1 Credit
Treatment for Stimulant Use Disorders Seminar
Stimulant use disorder treatment issues. Emphasis on current and developing treatment information. Covers common stimulant abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285AA may be repeated for a total of four (4) credit hours.

ASD285BB  1 Credit
Adolescent Substance Abuse Treatment Seminar
Adolescent substance abuse treatment issues. Emphasis on current and developing treatment information. Covers common adolescent substance abuse characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285BB may be repeated for a total of four (4) credit hours.

ASD285CC  1 Credit
Addiction Review Seminar
A brief review of current addiction issues. Emphasis on current and developing treatment information. Covers common alcohol and drug addiction characteristics and treatment strategies. Also includes community resource information. Prerequisites: None. Course Notes: ASD285CC may be repeated for a total of four (4) credit hours.

ASD285DD  1 Credit
Motivation for Change in Substance Abuse Treatment Seminar
Issues regarding motivational change in substance treatment. Emphasis on current and developing treatment information. Covers common motivational change techniques. Also includes community resource information. Prerequisites: None. Course Notes: ASD285DD may be repeated for a total of four (4) credit hours.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

ASD285EE  1 Credit
Domestic Violence and Substance Abuse Seminar
Domestic violence and substance abuse treatment issues. Emphasis on current and developing domestic violence and substance abuse information. Covers techniques, strategies, and treatment modalities for domestic violence and substance abuse patients. Also includes community resource information. Prerequisites: None. Course Notes: ASD285EE may be repeated for a total of four (4) credit hours.

ASD285FF  1 Credit
Street Drugs Seminar
Street drug issues. Emphasis on current and developing street drug information. Covers techniques strategies and treatment modalities for street drug abuse patients. Also includes community resource information. Prerequisites: None. Course Notes: ASD285FF may be repeated for a total of four (4) credit hours.

ASD285GG  1 Credit
Addictive and Medical Plants Seminar
Addictive and medical plant issues. Emphasis on current and developing addictive and medical plant information. Covers addictive and medical plant typology. Also includes community resource information. Prerequisites: None. Course Notes: ASD285GG may be repeated for a total of four (4) credit hours.

ASD285HH  1 Credit
Intervention and Treatment for Addictions and Substance Use Disorders Seminar
Brief interventions and treatment for addictions and substance use disorders. Emphasis on current and developing intervention and treatment information. Covers treatment and intervention techniques for use with addictions and substance use disorders. Also includes community resource information. Prerequisites: None. Course Notes: ASD285HH may be repeated for a total of four (4) credit hours.

ASD285II  1 Credit
Multicultural Aspects
Multicultural aspects of counseling in addictions and substance use disorders. Emphasis on current and developing treatment information. Covers common aspects of multicultural characteristics and treatment strategies. Also explores ethical counselor/client relationships. Prerequisites: None. Course Notes: ASD285II may be repeated for a total of four (4) credit hours.

ASD285JJ  1 Credit
Clinical Supervision Training of Supervisors
Clinical supervision training of supervisor issues. Emphasis on current and developing treatment information. Also includes community resource information. Prerequisites: None. Course Notes: ASD285JJ may be repeated for a total of four (4) credit hours.

ASD294  3 Credits
Advanced Foundations: Addictions and Substance Use Disorders Counselor Licensing
Review for individuals preparing for addictions and substance use disorders counselor licensing and/or certification exams. Emphasis on ethics, treatment, pharmacology, family issues, and self-help groups. Prerequisites: None.

Advertising Arts (ADA)

ADA102*  3 Credits
Advertising Production Methods
Production procedures for publications and other print media. Layout and sizing ads, type specification, meeting deadlines, proofreading symbols, and mechanical separation for color and tone. Practice with copy proofs and camera-ready pasteups. Prerequisites: None.

ADA114*  3 Credits
Graphics Printing Processes
Printing methods, skill development in planning and layout, composition methods, proofing and correction, color process, image carrier preparation. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

ADA175*  3 Credits
Electronic Publishing Design I
Introduction to the multiple elements of commercial publishing using the microcomputer. Basic foundation in the use of electronic page layout techniques. Emphasis on publication design layout and concepts. Prerequisites or Corequisites: ART100 or permission of instructor.

ADA177*  3 Credits
Computer-Photographic Imaging
Introduction to the multiple elements of microcomputer-photographic imaging. Basic foundation in the use of the photographic manipulation of images using software programs. Special attention to aesthetic foundation underlying photographic composition. Prerequisites or Corequisites: ART100 or permission of instructor.

ADA183*  3 Credits
Computer Aided Graphic Arts I
Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. Prerequisites or Corequisites: ART100 or permission of instructor.

ADA283*  3 Credits
Computer Aided Graphic Arts II
Advanced skill development of graphic design through use of microcomputer. Emphasis on computer design and techniques for producing all types of camera-ready advertising art for printed matter and package design. Includes illustration, typography, photo imaging, and color separation. Prerequisites: ADA183 or ART183 or permission of instructor.

ADA289*  3 Credits
Computer Illustration
Introduction to the multiple elements of commercial illustration using the microcomputer. Basic foundation in the use of computer techniques including color paint and draw programs for the production of commercial illustrations for publications and printed matter. Use of and output devices. Prerequisites or Corequisites: ART100 or permission of instructor.

Agribusiness (AGB)

AGB130*  3 Credits
Establishing and Running an Agribusiness
Basic principles used in establishing and running an Agribusiness. Emphasis on business requirements to maintain a business enterprise in Arizona. Prerequisites: None.

Agricultural Landscape (AGL)

AGL184*  2 Credits
Landscape Drafting and Design I
Basic principles of landscape design, including drafting and design techniques commonly used in the field of landscaping. Emphasis on simple working drawings and detailed views, symbols, lettering, and drafting standards. Prerequisites: None.

Agricultural Science (AGS)

AGS164*  4 Credits
Plant Growth and Development
Principles of growth in relation to seed germination, emergence, growth and reproduction processes of plants and the environmental influences on plant growth processes. Prerequisites: None.

AGS182  2 Credits
Gardening Practices and Techniques
Cultural practices of vegetables, fruits and ornamental plants as they relate to organic and inorganic gardening. Prerequisites: None.

AGS183*  3 Credits
Urban Plant Identification and Use
Identification, growth, cultural requirements, uses, maintenance, and care of landscape trees, shrubs, vines and ground covers commonly used in Arizona. Prerequisites: None.

AGS186*  3 Credits
Greenhouse Management and Construction
Principles and practices of greenhouse operation; control of environmental factors and cultural practices affecting the production of greenhouse crops. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

AGS264*  3 Credits
Irrigation and Water Management
Irrigation and drainage problems relating to pumps, motors, pipe lines, ditches and wells in the Southwest. Installation of sprinkler, drip and subirrigation, time clock installation and repair. Land measurement and principles of land leveling. Prerequisites: None.

AGS267*  3 Credits
Weeds and Plant Diseases of Arizona
Weed identification, relationship to competition, cultural practices, prevention and chemical usage for control. General outline of plant autonomy and physiology relating to chemical usage of selectivity. Diseases of plants, their life cycles, biological interrelationships, identification, and control. Prerequisites: None.

AGS268*  4 Credits
Integrated Pest Management in the Cultivated Environment
Identification and management of pests of the garden, farm and landscape in the arid west. Special emphasis is given to safe handling of pesticides. Prerequisites: None.

AGS284*  3 Credits
Lawn and Turf Care
Factors that affect the establishment and maintenance of turf grasses. Includes budgets, schedules and selection of equipment. Prerequisites: None.

AIR102*  3 Credits
Reservations/Sales Training I
Basic orientation to Reservations/Sales Training. Includes overview of product knowledge, computer familiarization, the Passenger Name Record, sales, and fares. Prerequisites: None.

AIR103*  3 Credits
Basic Reservations Procedures
Basic orientation to Reservation/Sales training. Includes product knowledge, computer system, seat assignment, and baggage restriction information. Emphasis on transit item classifications, automated check-in and passenger acceptance procedures. Prerequisites: None.

AIR104*  3 Credits
Reservations/Sales Training II
Concepts and techniques of specialty faring, special sales tools, miscellaneous functions, and the Passenger Name Record. Prerequisites: AIR102.

AIR106*  3 Credits
Reservations/Sales Training III
Expands on concepts and techniques of reservations/sales. Includes expanded miscellaneous functions and introduces advanced seat assignments, vacation packages, and ticketing. Prerequisites: AIR104.

AIR109*  2 Credits
Dividend Miles Preferred
Overview of preferred program features and benefits. Includes database access, account actions, and screen usage in addition to procedures for reactivation and preservation of mileage. Also covers maintenance and helpdesk procedures. Prerequisites: None.

AIR110*  2 Credits
Advanced Reservations/Sales Training
Emphasis on attending to passenger needs by answering live phone calls in a laboratory setting. Includes sales, mandatory parts of a call, phone etiquette, and information retrieval. Prerequisites: AIR102.

AIR112*  3 Credits
Airline Ticketing Procedures
Overview of ticketing procedures. Fares, payment options, passenger name record, and sales covered. Automated and basic ticketing as well as hazardous material transport restrictions emphasized. Prerequisites: AIR103.

AIR116*  3 Credits
Airline Gate Procedures
Airline gate service operation information. Opening a flight, assigning and changing seats, processing standbys, and closing a flight emphasized. Processing oversold flights and irregular operations also covered. Prerequisites: AIR103.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

AIR118*  2 Credits
Emergency Medical Procedures
Overview of emergency medical procedures. Includes basic first aid, advanced first aid, choking victim procedure, cardiopulmonary resuscitation, and operation of Automated External Defibrillators (AED). Prerequisites: None.

AIR120*  3 Credits
Airbus A319/320 Initial Training
Initial inflight training of the Airbus A319/320. Includes Airbus A319/320 aircraft familiarization, duties and procedures, and security training. Prerequisites: AIR118.

AIR121*  2 Credits
Airline Cargo Services
Overview of airline cargo service procedures for the airline cargo agent. Includes Cargo Name Records (CNRs), cargo security, air waybills, shipments, and cargo allocation. Airline cargo computer system usage emphasized. Prerequisites: None.

AIR122*  2 Credits
Airbus A319/320 Emergency Procedures
Overview of emergency procedures aboard the Airbus A319/320 Aircraft. Includes Airbus A319/320 general emergency procedures, specific emergency procedures, evacuation procedures, and protective breathing equipment. Prerequisites: AIR120.

AIR123*  1 Credit
Baggage Service Agent
Overview of the role and responsibilities of a baggage service agent. Covers procedures for delayed and damaged baggage, as well as customer concerns. Emphasis on working with a computerized baggage trace system. Prerequisites: None.

AIR124*  2 Credits
Boeing 757 Transition Training
Inflight transition training of the Boeing 757. Includes Boeing 757 aircraft familiarization, duties and procedures, and emergency procedures. Prerequisites: AIR122.

AIR125*  1 Credit
Boeing 737 Transition Training
Inflight transition training of the Boeing 737 for new hires. Instruction includes Boeing 737 aircraft familiarization, general operations, and aircraft specific emergency equipment/procedures. Prerequisites: AIR122.

AIR127*  3 Credits
Airline Customer Relations I
Overview of airline customer relations. Includes policies and procedures as well as reservations, routing, coding, and travel awards. Prerequisites: None.

AIR128*  3 Credits
Airline Customer Relations II
Advanced airline customer relations. Communication skills for effective customer service, as well as, techniques to assist in call processing, customer checklist, travel vouchers, and service requests. Airline automated phone and computer system included. Prerequisites: AIR127.

AIR129*  2 Credits
Airline Customer Relations Lab
Application of airline customer relations. Use of airline computer systems emphasized. Includes the processing of tickets, coding, reservations, files, and vouchers. Prerequisites: AIR128.

AIR131*  1 Credit
Ramp Team Lead
Overview of ramp team lead position for airline employees. Covers safety and emergency procedures, gate management, and computer procedures. Includes central load planning, aircraft structural and performance limits as well as Dispatch Ramp History (DRH). Prerequisites: None.

AIR140*  2 Credits
Ramp Safety Procedures
Basic ramp safety procedures for airline employees. Topics include ramp environment, engine safety, equipment malfunctions, vehicle operations and Foreign Object Damage (FOD) control. Procedures for arrival, turnaround and departure conditions and hazards covered. Hand signals and other non-verbal communications as well as back injury prevention and hearing conservation techniques included. Prerequisites: Permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR142*</td>
<td>3</td>
<td>Aircraft Dynamics</td>
<td>Overview of ground procedures for airline employees. Covers aircraft familiarization, engine safety, ramp servicing and baggage handling as well as prearrival, arrival, predeparture and departure procedures. Rules for handling air cargo, human remains and U.S. Mail included. Prerequisites: Permission of Department or Division.</td>
</tr>
<tr>
<td>AIR146*</td>
<td>1</td>
<td>Aircraft Load Planning</td>
<td>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.</td>
</tr>
<tr>
<td>AIR160*</td>
<td>3</td>
<td>Reservation/Booking Procedures</td>
<td>Overview of reservation/booking procedures. Includes use of availability displays, seating assignments, ticketing procedures and fare rules as well as fare pricing and selling. Communication skills also covered. Prerequisites: None.</td>
</tr>
<tr>
<td>AIR161*</td>
<td>2</td>
<td>Airline Reservations System</td>
<td>Practical application of a travel booking procedures using a computerized reservations system. Covers codes, Passenger Name Record, ticketing and reservations. Prerequisites or Corequisites: AIR160 or permission of Instructor.</td>
</tr>
<tr>
<td>AIR163*</td>
<td>2</td>
<td>Advanced Airline Reservations</td>
<td>Rules, restrictions, and procedures for handling special reservations situations. Covers Bonus Travel Certificates (BTC), Virtual Coupon Records (VCR), and the Special Travel Account Record System (STARS). Also includes procedures for managing codeshare accounts and mileage plans. Prerequisites or Corequisites: AIR160 or permission of Instructor.</td>
</tr>
<tr>
<td>AIR164*</td>
<td>3</td>
<td>Airline Ticket Reissues</td>
<td>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.</td>
</tr>
<tr>
<td>AIR165*</td>
<td>3</td>
<td>Overview Of Flight Schedules/Itineraries</td>
<td>Basic reservation information including flight schedules, itineraries, and fares. Handling travel agent calls also covered. Prerequisites: None.</td>
</tr>
<tr>
<td>AIR169*</td>
<td>1</td>
<td>Basic International Travel</td>
<td>Overview of basic international travel. Includes rules, regulations, documentation requirements, and taxes. Prerequisites: None.</td>
</tr>
<tr>
<td>AIR170*</td>
<td>1</td>
<td>International Air Transport Association Geography</td>
<td>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.</td>
</tr>
<tr>
<td>AIR171*</td>
<td>3</td>
<td>International Air Transport</td>
<td>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.</td>
</tr>
<tr>
<td>AIR172*</td>
<td>1</td>
<td>International Fares</td>
<td>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.</td>
</tr>
<tr>
<td>AIR173*</td>
<td>2</td>
<td>International Air Transport Lab</td>
<td>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.</td>
</tr>
</tbody>
</table>

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

## Alternate Energy (AEN)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEN100</td>
<td>2</td>
<td>Survey of Alternative Energy</td>
<td>None</td>
</tr>
<tr>
<td>AEN103</td>
<td>1</td>
<td>Hand Tools and Basic Maintenance for Building Energy Technicians</td>
<td>None</td>
</tr>
<tr>
<td>AEN142</td>
<td>3</td>
<td>Introduction to Energy Management</td>
<td>AEN100, AEN103, and CNS182</td>
</tr>
<tr>
<td>AEN190</td>
<td>3</td>
<td>Device Interface and Selection</td>
<td>AEN142 and GTC107</td>
</tr>
</tbody>
</table>

## Anthropology (ASB)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB102</td>
<td>3</td>
<td>Culture in a Globalizing World</td>
<td>None</td>
</tr>
<tr>
<td>ASB202</td>
<td>3</td>
<td>Ethnic Relations in the United States</td>
<td>None</td>
</tr>
<tr>
<td>ASB222</td>
<td>3</td>
<td>Buried Cities and Lost Tribes: Old World</td>
<td>None</td>
</tr>
<tr>
<td>ASB245</td>
<td>3</td>
<td>Indians of the Southwest</td>
<td>None</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

## Arabic (ARB)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB101</td>
<td>4</td>
<td>Elementary Arabic I</td>
<td>Introduction to the basic alphabet, grammar, pronunciation and vocabulary of the Arabic language. Listening, speaking, reading and writing skills.</td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARB102</td>
<td>Elementary Arabic II</td>
<td>Completion of ARB101. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARB201</td>
<td>Intermediate Arabic I</td>
<td>Review of essential grammar of the Arabic language and study of the Arabic culture. Continued practice and development of reading, writing, and speaking skills. Emphasis on both fluency and accuracy in the spoken language. Prerequisites: ARB102 or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARB202</td>
<td>Intermediate Arabic II</td>
<td>Advanced grammatical structures in Arabic. Further development of language skills with emphasis on speaking the language. Prerequisites: ARB201 or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
</tbody>
</table>

## Arabic Humanities (AHU)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHU245</td>
<td>3</td>
<td>Arabic Culture and Islam</td>
<td>A survey of Arab heritage in the Arab world (Middle East). Cultural and social institutions and their contribution to the development of the region and its heritage.</td>
<td>None.</td>
</tr>
</tbody>
</table>

## Arizona Builders Alliance (ABA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA102*</td>
<td>1</td>
<td>Electrical Fundamentals</td>
<td>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).</td>
<td>None.</td>
</tr>
<tr>
<td>ABA103*</td>
<td>0.5</td>
<td>Hand Bending of Electrical Conduit</td>
<td>Conduit bending and installation. Techniques for using hand operated and step conduit benders. Cutting, reaming and threading conduit.</td>
<td>None.</td>
</tr>
<tr>
<td>ABA104*</td>
<td>1.5</td>
<td>Raceways, Boxes, Fittings, Anchors/Supports</td>
<td>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.</td>
<td>Registered Apprentice status or permission of the apprenticeship coordinator.</td>
</tr>
<tr>
<td>ABA120*</td>
<td>1</td>
<td>Carpentry Fundamentals</td>
<td>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.</td>
<td>Registered apprentice status or permission of the apprenticeship coordinator.</td>
</tr>
<tr>
<td>ABA121*</td>
<td>2</td>
<td>Floor and Wall Systems</td>
<td>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.</td>
<td>(Registered apprentice status and ABA120) or permission of the apprenticeship coordinator.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

### ABA130*  1 Credit
**Installation of Electric Services**
Electric services for commercial and industrial installations. Blueprints, diagrams and electrical calculations. Grounding, connecting three phase services and the installation of panelboards, switches and load centers. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

### ABA150*  1.5 Credits
**Advanced Calculations for Electricians**
Advanced mathematical calculations in the electrical industry. Powers and roots in watts, voltage, current and resistance. Metric and engineering units. English and metric systems for length, area, volume and mass, and energy and temperature measurements. Ratios, proportions, formulas, symbols and representation. Trigonometry and the Pythagorean theory. Plane and rotating vectors. Basic functions of the scientific calculator for electricians. Prerequisites: Registered apprentice status or permission of apprenticeship coordinator.

### Art (ART)

#### ART100*  1 Credit
**Introduction to Computer Graphic Art**
Conceptualization, visualization, and production of art using the computer. Prerequisites: None.

#### ART111*  3 Credits
**Drawing I**
Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media. Prerequisites: None.

#### ART112  3 Credits
**Two-Dimensional Design**
Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.

#### ART113  3 Credits
**Color**
Investigation seeking visual solutions to a variety of problems concerning color in two and three dimensions and modes of color appearances, including light and effects in design and theory of design. Prerequisites: None.

#### ART131*  3 Credits
**Photography I**
Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography’s role in society. Prerequisites: None.

#### ART142*  3 Credits
**Introduction to Digital Photography**
Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography. Prerequisites: None.

#### ART151*  3 Credits
**Sculpture I**
Exploration of sculptural form and expression in clay, plaster, stone, wood and metal. Prerequisites or Corequisites: ADA/ART115 or permission of instructor.

#### ART161*  3 Credits
**Ceramics I**
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters’ wheel. Prerequisites: None.

#### ART177*  3 Credits
**Computer-Photographic Imaging**
Introduction to the multiple elements of microcomputer-photographic imaging. Basic foundation in the use of the photographic manipulation of images using software programs. Special attention to aesthetic foundations underlying photographic composition. Prerequisites or Corequisites: ART100 or permission of instructor.

#### ART183*  3 Credits
**Computer Aided Graphic Arts I**
Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. Prerequisites or Corequisites: ART100 or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Art Humanities (ARH)

ARH100  3 Credits
Introduction to Art
Understanding and enjoyment of art through study of painting, sculpture, architecture design, photography, and decorative arts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.

ARH101  SUN ART1101  3 Credits
Prehistoric Through Gothic Art
History of art from prehistoric through medieval period. Prerequisites: None.

ARH102  SUN ART1102  3 Credits
Renaissance Through Contemporary Art
History of art from around the world from the Renaissance through contemporary period. Prerequisites: None.

Associated Builders and Contractors (ABC)

ABC119*  1 Credit
Basic Safety
Overview of safety rules and procedures for working on construction job sites. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC120*  1.5 Credits
Basic Calculations for Construction
Addition, subtraction, multiplication and division of whole, decimal, fraction and metric numbers. Percentage and fraction conversions. Metric units of length, weight, volume and temperature. Metric system as it relates to the construction trade. Basic algebra and geometry operations and equations. Area and volume calculations of shapes. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC121*  1 Credit
Introduction to Hand and Power Tools
Overview of the use, maintenance and safety procedures for common hand and power tools. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC122*  1 Credit
Rigging Safety and Equipment
Rigging safety, equipment and inspection. Includes crane hand signals, common rope knots, types of derricks and cranes and safety procedures for rigging and moving materials and equipment. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

ABC123*  0.5 Credit
Introduction to Construction Drawings
Basic concepts of construction drawings, including terms and symbols. Drawing interpretation, use of drawing dimensions and recognition of drawing classifications. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC126*  1 Credit
Electrical Test Equipment
Selection, inspection, use and maintenance of common electrical test equipment. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

ABC132*  1 Credit
Circuit Breakers and Fuses
National Electrical Code (NEC) requirements, Ground Fault Circuit Interrupters (GFCI), overcurrents, fuse sizing, safety techniques and short-circuit calculations. Prerequisites: Registered apprentice status or permission of the Apprenticeship Coordinator.

ABC133*  1 Credit
Basic Lighting
Principles of illumination and specific light sources. Includes practical applications for residential, commercial and industrial installations. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**ABC135*  1 Credit**
**Fundamentals of Concrete**
Materials used to make concrete, including specific types of cement, aggregate, admixtures and reinforcing materials. Handling procedures for concrete, conveying and placing concrete and finishing techniques for concrete slab. Construction of foundations and formwork. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**ABC136*  1 Credit**
**Roof Systems**
Defining roof terminology. Identifying and understanding specific roof systems. Using the framing square and essex scale to calculate and measure specific types of rafters. Transcribing and transferring measurements onto rafters. Using speed square to determine measurements for specific types of rafters. Defining unequal roof pitch. Identifying specific types of plank and beam roofs and roof trusses used in the industry today. Prerequisites: (Registered apprentice status and ABC/MEC/PNT120) or permission of the Apprenticeship Coordinator.

**ABC142*  1 Credit**
**Alternating Current**
Production of electricity, including current, voltage, induction, mutual inductance and capacitance. Calculations using Ohms Law. Operation of a three phase system. Prerequisites: (Registered apprentice status and ABC/MEC/PNT120) or permission of the Apprenticeship Director.

**ABC143*  2 Credits**
**Motors: Theory and Application**
Overview of electric motors including types, operation, and applications. Assembly and disassembly. Mounting and connections according to National Electrical Code (NEC). Also troubleshooting, installation and handling. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABC144*  1 Credit**
**Grounding**
Types of grounding and proper installation of grounds and grounding. OSHA and National Electrical Code (NEC) requirements specific to grounding. Purpose and operation of Ground Fault Circuit Interrupters (GFCI). Effects of soils and environment. Selection of grounds and grounding material for specific situations. Testing grounds with a megger. Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.

**ABC230*  1 Credit**
**Stair Construction**
Stair parts, materials and types. Stair dimensions and practical techniques for stair layout. Rough forming methods. Prerequisites: (Registered apprentice status and ABC/MEC/PNT120) or permission of the Apprenticeship Coordinator.

**ABC231*  3 Credits**
**Exterior Wall Finishes**
Exterior wall finish work; placement and hanging of windows, siding and flashing for walls. Installation of floors, chimneys and insulation included. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**Astronomy (AST)**

**AST101  3 Credits**
**Survey of Astronomy**
Survey of astronomy for the nontechnical student. The history, content, and evolution of the solar system and the universe in general. Astronomical principles and instrumentation. The planets, moons, sun, comets, stars and star formation, galaxies, and cosmology. Prerequisites: None.

**AST102  1 Credit**
**Survey of Astronomy Laboratory**
Astronomical observations and exercises designed to familiarize students with the sky, telescopes, and methods used in astronomy. Prerequisites: None. May accompany AST101.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

AST111*  3 Credits
Introduction to Solar System Astronomy
Introduction to astronomy for the non-science major. History of astronomy, properties of light, instruments, the solar system and nearby stars. Prerequisites: MAT092 or higher, or satisfactory score on district placement exam.

AST112*  3 Credits
Introduction to Stars, Galaxies, and Cosmology
Introduction to astronomy for the non-science major. Structure and evolution of stars; star clusters; galaxies; cosmology. Prerequisites: MAT092 or higher.

Automotive Performance Technology (APT)

APT101*  2 Credits
Automotive Service Operations
Basic principles of working in an automotive service area. Management-employee relations, resume writing, interviewing, shop practices, flat-rate system, equipment care, and tools. Prerequisites: None.

APT131*  6 Credits
Automotive Power Trains
Designed for beginning automotive students. Operation, diagnosis, service, and repair of the automotive power train. Includes clutches, torque converters, standard and automatic transmissions and transaxles, front and rear drive axles, drive shafts, differentials and transfer case. Prerequisites: None.

APT141*  6 Credits
Alignment, Steering, and Suspension
Designed for beginning automotive students. Fundamental principles of steering and suspension systems. Includes two- wheel and four-wheel alignment procedures. Emphasis on diagnosis, testing, service, and rebuilding. Prerequisites: None.

APT161*  4 Credits
Auto Electrical/Electronic Systems I
Designed for beginning automotive students. The principle of electricity; the mathematical computations involved with Ohm's Law; the use of meters; electrical schematics; the theory of electrical components as they relate to automobiles; the diagnosis, testing, service and repair of batteries, starting systems and charging systems, lighting systems and instrumentation. Prerequisites: None.

APT181*  6 Credits
Engine Performance and Diagnosis I
Designed for beginning automotive students. Engine construction and operating principles, including lubrication, cooling, induction, exhaust, fuel, emission and ignition systems. Includes training in diagnosis, testing, service, and repair. Prerequisites: None.

APT262*  4 Credits
Auto Electrical/Electronic Systems II
Designed for experienced students. Electrical accessory circuits including horns, wipers, defoggers, automatic door locks, power mirrors, power windows and power seats. Also introduction to body computers, advanced lighting circuits and instrumentation, and chassis electronic control systems. Includes training in diagnosis, testing, service, and repair. Prerequisites: APT161 or permission of instructor.

APT282*  6 Credits
Engine Performance and Diagnosis II
Designed for the experienced engine performance student. Training in fuel systems, emission systems, distributorless ignition systems, turbocharging, computerized engine controls and engine driveability. Includes training in diagnosis, testing, service and repair. Prerequisites: APT181 or instructor permission.

Automotive Technology (AUT)

AUT101AA*  3 Credits
Internal Combustion Engines Theory
Study of construction and operating principles of internal combustion engines and related lubrication, cooling, fuel, and electrical systems. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

AUT103BD* 1 Credit
Ignition Systems
Diagnosis, service, and reconditioning procedures for automotive ignition systems. Prerequisites: Permission of instructor.

AUT107AA* 3 Credits
Automotive Air Conditioning
The theory and principles of refrigeration and air conditioning. Training in diagnosis, servicing, and reconditioning procedures of automotive air conditioning systems. Prerequisites: None.

AUT109AA* 3 Credits
Automotive Brake Systems
The fundamentals and principles of hydraulics and automotive braking systems. Diagnosis, service, and reconditioning procedures of automotive braking systems. Prerequisites: None.

AUT210AA* 3 Credits
Automotive Emission Systems
Automotive emissions control systems and methods of emissions measurement. Diagnostic practices as suggested by the manufacturers and the related service of emissions control devices. Prerequisites: (AUT103AA and AUT104AA) or permission of instructor.

Behavioral Health Services Technology (BHS)

BHS205 3 Credits
Therapeutic Intervention Models
Familiarization with at least five models of therapeutic intervention. Defines the key concepts, therapeutic process, techniques and procedures of each model. Prerequisites: ASD102 or BHS105 or permission of Department or Division.

### Biology (BIO)

BIO100 4 Credits
Biology Concepts
Introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Prerequisites: None. Course Notes: Field trips may be required at students’ expense.

BIO101 4 Credits
Introduction to Human Genetics for Non-Majors
Study of inheritance in humans, at the organismal, cellular and molecular levels. Includes exploration of gene expression, isolation and manipulation of DNA, Mendelian genetics, pedigree analysis, as well as chromosomal abnormalities and genetic diseases. Prerequisites: None.

BIO105 4 Credits
Environmental Biology
Fundamentals of ecology and their relevance to human impact on natural ecosystems. Field trips may be required at students’ expense. Prerequisites: None.

BIO107* 4 Credits
Introduction to Biotechnology
Introduction to biotechnology and its global impact on society. Covers applications, laboratory techniques, limitations and the international economic benefits, risks, and legal and moral issues associated with biotechnology. Prerequisites: None.

BIO145 4 Credits
Marine Biology
A survey of marine environments and their biotic communities with emphasis on the natural history of marine organisms. Prerequisites: None.

BIO156 4 Credits
Introductory Biology for Allied Health
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: Grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by appropriate reading placement test score. One year high school chemistry or one semester of college-level chemistry recommended.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**BIO160**  4 Credits
Introduction to Human Anatomy and Physiology
Principles of scientific method. Structural organization, homeostasis and control mechanisms of the body. Specific chemistry concepts. Structure and function of the major systems of the body. Prerequisites: None.

**BIO201**  4 Credits
Human Anatomy and Physiology I
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: (A grade of “C” or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of “C” or better in RDG091 or higher or eligibility for CRE101 as indicated by reading placement test score. CHM130 or higher or one year of high school chemistry suggested but not required.

**BIO202**  4 Credits
Human Anatomy and Physiology II
Continuation of structure and function of the human body. Topics include endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems; and fluid and electrolyte balance. Prerequisites: A grade of C or better in BIO201.

**BIO205**  4 Credits
Microbiology
Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: (A grade of “C” or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of “C” or better in RDG091 or higher or eligibility for CRE101 as indicated by reading placement test score. CHM130 or higher or one year of high school chemistry suggested but not required.

**Building Safety and Construction Technology (BLT)**

**BLT131**  4 Credits
Applied Electric Codes
National Electric Code (NEC) administration and application. NEC requirements for safe installation of system control equipment and design of electric utilization systems. Identification of wiring systems and permitted uses. Application of NEC requirements for hazardous locations, specific occupancies, and special uses of electric equipment. Prerequisites: None.

**Business-Personal Computers (BPC)**
For a list of course descriptions, see Computers.

**Career and Technical Education (CTE)**

**CTE200**  3 Credits
Career and Technical Education: Principles, Philosophy and Student Organizations
Examination of the role of career and technical educational (CTE) pathways as they relate to workforce development. Overview of career and technical student organizations (CTSO), occupational clusters, development and role of career and technical education, philosophy, history and impact of federal funding revenue streams, and career and technical delivery system. Prerequisites: None. Course Notes: CTE200 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CTE210  3 Credits
Career and Technical Education: Teaching Methods and Curriculum Development
Overview and practical application of teaching methodology and curriculum development for secondary education career and technical education teachers. Teaching strategies and learning styles covered. Curriculum design/mapping, lesson objectives, time management skills, teaching resources, and Arizona Department of Education Career and Technical Curriculum Framework Standards also included. Prerequisites: None. Course Notes: CTE210 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE220  4 Credits
Career and Technical Education: Classroom Management and Lab Safety
Classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation, and learning styles covered. Essentials of lab safety issues, including regulatory agencies and policies. State Board of Education Professional Teaching Standards emphasized. Prerequisites: None. Course Notes: CTE220 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE230  2 Credits
Career and Technical Education: Instructional Technology
Exploration of the use of instructional technology in career and technical education. Including history of technology in education, teacher and student technology standards, landmark studies related to using technology in education, and utilization of technology in the classroom. Local, state, and national standards, including career and technical standards for education covered, as well as identification of professional development opportunities. Prerequisites: None. Course Notes: CTE230 coursework is intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE240  2 Credits
Career and Technical Education: Designing, Implementing and Managing Student Organizations
Overview of Career and Technical Student Organizations (CTSO). Examination of historical perspectives, recruitment, and retention of student members and implications of state and federal CTSO standards. Emphasis on funding organizations and fiscal responsibility, with focus on developing and conducting student activities. Prerequisites: None. Course Notes: Coursework intended for Arizona Department of Education Provisionally certified Career and Technical Education instructors.

CTE250  3 Credits
Career and Technical Education: Principles and Practices of Cooperative Education Programs
Examines high school cooperative education programs. Emphasis on state and federal youth employment laws, work-based learning principles, 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.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CTE260AC  3 Credits
Contemporary Issues in Career and Technical Education
Special topics in career and technical education with an emphasis on current and future issues not covered in other career and technical education courses. Impact of societal changes included. Prerequisites: None. Course Notes: CTE260AC may be repeated for credit.

Chemistry (CHM)

CHM107  3 Credits
Chemistry and Society
A survey of chemistry and its impact on the environment. Completion of CHM107LL required to meet the Natural Science requirement. Prerequisites: None.

CHM107LL  1 Credit
Chemistry and Society Laboratory
Laboratory experience in support of CHM107. Prerequisites or Corequisites: CHM107.

CHM130  3 Credits
Fundamental Chemistry
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Designed to meet needs of students in such diverse areas as agriculture, nursing, home economics, physical education and water technology. Prerequisites: A grade of "C" or better in [CHM090 or MAT090 or MAT091 or MAT092 or (MAT092AA and MAT092AB) or MAT093 or (MAT103AA and MAT103AB) or higher or satisfactory score on math placement exam] and [RDG091 or higher or eligibility for CRE101 as indicated by appropriate reading placement test score].

CHM130LL  1 Credit
Fundamental Chemistry Laboratory
Laboratory experience in support of CHM130. Prerequisites or Corequisites: A grade of "C" or better in CHM130.

CHM138  3 Credits
Chemistry for Allied Health
Elements of fundamental and organic chemistry. Includes the general chemical behavior of inorganic matter and the structure of organic and biochemical systems. Course designed for specific allied health programs at MCCD. May not be applicable to other allied health programs or transferable. Prerequisites: A grade of "C" or better in CHM090, or one year of high school chemistry with a grade of "C" or better, or MAT092 or satisfactory score on placement exam.

CHM138LL  1 Credit
Chemistry for Allied Health Laboratory
Laboratory experience in support of CHM138, Chemistry of Allied Health. Prerequisites: None. Corequisites: CHM138.

Carpentry: Apprenticeship (CRP)

CRP214AD*  2 Credits
Cabinets and Tops
Fundamentals, terms, tools, safety. Types of wood and glue. Case construction: joints, layout, cutting, assembly. Hardware, plastic laminates, completed cabinets, completed tops. Installation procedures. Prerequisites: Registered apprentice status or permission of apprenticeship coordinator

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CHM151** 3 Credits

**General Chemistry I**
Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of "C" or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (MAT151 or higher level mathematics course). Completion of all prerequisites within the last two years is recommended. Course Notes: Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

**CHM151LL** 1 Credit

**General Chemistry I Laboratory**
Laboratory experience in support of CHM150 or CHM151. Prerequisites or Corequisites: A grade of "C" or better in CHM150 or CHM151. Course Notes: Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

**CHM151 & CHM151LL are: CHM1151**

**CHM152** 3 Credits

**General Chemistry II**
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of "C" or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA. Completion of prerequisites within the last two years recommended. Course Notes: Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

**CHM152LL** 1 Credit

**General Chemistry II Laboratory**
Laboratory experience in support of CHM152. Prerequisites or Corequisites: A grade of "C" or better in CHM152. Course Notes: Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

**CHM152 & CHM152LL are: CHM1152**

**Child/Family Studies (CFS)**

**CFS101AH** 1 Credit

**Art Activities for the Young Child**
The creative use of art media and techniques at appropriate developmental levels. Prerequisites: None.

**CFS101AJ** 1 Credit

**Music Activities for the Young Child**
Experiences with music in singing, rhythm instruments, creative movements, and games, as well as the development of music appreciation and basic listening skills. Prerequisites: None.

**CFS101AP** 1 Credit

**Science Activities for the Young Child**
Interpreting the study of science in early childhood education as a part of a dynamic growth process offered by the child’s daily life experiences. Prerequisites: None.

**CFS120** 1 Credit

**Contemporary Issues In Early Childhood**
Designed to develop understanding of a broad range of contemporary issues that impact the child in today's society. Course directed at pre-service and in-service professionals. Prerequisites: None. Course Notes: CFS120 may be repeated for credit.

**CFS123** 1 Credit

**Health and Nutrition In Early Childhood Settings**
Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

**CFS125** 1 Credit

**Safety in Early Childhood Settings**
Fundamental concepts of promoting a safe, but challenging learning environments. Establishing and maintaining safety procedures in the early childhood setting. Emphasis on indoor and outdoor equipment and activities, risk analysis, accident, evacuation, and emergency plans, regulations, regulatory agencies and resources, current topics, and innovative practices. Prerequisites: None.
Course Descriptions

CFS157  3 Credits
Marriage and Family Life
Study of marriage and the family as a social system, including models of family analysis, intra- and interpersonal relations, and cross-cultural and historical patterns. Prerequisites: None.

CFS159  3 Credits
The Modern Family
An examination of the modern American family. Special emphasis on the changing functions and roles of individuals within today's society and an analysis of the basic problems confronting the family, including alternative family styles. Prerequisites: None.

CFS163  3 Credits
Family Child Care: Introduction to Business Management
Emphasis on small business management and effective policies and procedures for family child care providers. Licensing, legal, and regulatory issues in a home setting are examined. Prerequisites: None.

CFS163AA  1 Credit
Family Child Care: Business Planning
Issues of how effective business plans impact the financial stability of family child care businesses. Strategies for lowering liabilities and potential business risks are explored. Regulatory agencies are examined. Prerequisites: None.

CFS164  3 Credits
Family Child Care: Curriculum and Environment
Family child care planning for multi-age groupings of children through age eight. Role of the environment as well as various curriculum programs will be explored and evaluated. Exploration of culturally rich, inclusive and child-centered environment in his/her own child care setting. Issues of professionalism, family partnerships, observation, guidance, and health/safety practices are examined. Prerequisites: None.

CFS164AA  1 Credit
Family Child Care: The Environment
Family child care environments for multi-age groupings of children through age eight. Exploration of culturally rich, inclusive, and child-centered environment in his/her own child care setting. Issues of health/safety practices are examined. Prerequisites: None.

CFS164AB  1 Credit
Family Child Care: Programming, Guidance and Observation
Family child care programming for multi-age groupings of children through age eight. Various curriculum programs will be explored and evaluated. Issues of observation and guidance are examined. Prerequisites: None.

CFS164AC  1 Credit
Family Child Care: Family Partnerships and Professionalism
Issues of professionalism, family partnerships, communication, and ethical practices are examined. Prerequisites: None.

CFS164BD  1 Credit
Family Child Care: Programming, Guidance and Observation
Family child care programming for multi-age groupings of children through age eight. Various curriculum programs will be explored and evaluated. Issues of observation and guidance are examined. Prerequisites: None.

CFS167  3 Credits
School-Age Child Care Provider
Issues related to school-age child care. Past, current, and future trends; regulations, insurance liabilities and coverage, shared facilities, and community resources. Techniques for managing/administering services and personnel, communicating with parents, and evaluating the care/program. Planning and scheduling the school-age program. Includes overview of child growth and development, types of routines and activity schedules. Prerequisites: None.

CFS167  3 Credits
Child Development
Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues. Prerequisites: None.

CFS176  3 Credits
Parent-Child Interaction
Positive methods to strengthen relationships and resolve conflicts with children. Focus on effective interpersonal skills and guidance techniques. Prerequisites: None.

CFS179  1 Credit
Child Care: A Multifaceted Career
Overview of the child care field. Focus on enhancing children's self-esteem, providing for children's nutritional needs, and developing adequate safety and sanitation practices. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CFS183  3 Credits**

Contemporary Issues in Adolescence
Current issues that impact adolescent development and behavior explored. Comprehensive and specific strategies for addressing these issues as parents or professionals working with teens emphasized. Issues related to adolescent sexuality, abuse, mental health, violence, and risk behaviors included. Prerequisites: None.

**CFS190  3 Credits**

Home-Based Visitation
Emphasis on development of skills needed to successfully complete home-based client visitation. Opportunities for field-based observations provided. Prerequisites: None.

**CFS192  1 Credit**

Child Care Center Staff Development
Presents strategies to administrators and supervisors in child care centers for developing the personal and professional growth of child care staff. Prerequisites: None.

**CFS194AA  1 Credit**

Early Childhood Program Management: Staffing and Managing
Methods and techniques for recruiting, staffing, and managing in early childhood programs. Prerequisites: None.

**CFS195  1 Credit**

Early Childhood Personnel Supervision
Covers supervision concepts and applications for early childhood programs. Prerequisites: None.

**CFS196  1 Credit**

Ethics and the Early Childhood Educator
Ethical issues in the early childhood field. Prerequisites: None.

**CFS204  1 Credit**

Reflective Supervision
Reflective supervisory processes to enhance learning and professional development. Includes professional development stages to provide supervisors with tools to support professional growth. Also covers challenges and barriers to the supervisor and employee/practitioner relationship. Prerequisites: None.

**CFS205  3 Credits**

Human Development
Explores the growth and development process over the human life span. Research and theoretical approaches: physical, cognitive, social, and personality development from birth through adulthood and death. Prerequisites: None.

**CFS206  3 Credits**

Child and Family Organizations: Management and Administration
Examination of management and administration of community-based child and family organizations within the context of organizational behaviors. Focus on attributes of effective organizations: the impact of organizational culture and learning, work-place diversity and employee motivation. Prerequisites: None.

**CFS207  3 Credits**

Organization and Community Leadership in Child and Family Organizations
Examination of organization and community leadership as it applies to the management and administration of community-based child and family services organizations. Provides overview of leadership styles and function. Prerequisites: None.

**CFS208  3 Credits**

Child and Family Organizations: Fiscal Management and Grant Writing
Examination of fiscal accountability and resource development as it applies to the management and administration of community-based child and family social service organizations. Provides overview of grant development processes beginning with research into governmental and private funding sources through fiscal and grant audit processes. Includes budget development, risk management, and cost control issues. Prerequisites: None.

**CFS209  3 Credits**

Child and Family Organizations: Project Management
Focuses on concepts and strategies associated with effective project management in community-based child and family organizations. Emphasis on planning, evaluation and project management models. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CFS210  3 Credits**
**Family Life Education**
Provides an overview of the professional work within the field of family life education. Emphasis on developing flexible, culturally sensitive and effective professional skills. Prerequisites: None.

**CFS220  3 Credits**
**Introduction to Parenting and Family Development**
Overview of the field of family and parent development. Focuses on parenthood as a developmental process and cultural influences on child rearing. A family systems perspective introduced and applied to understanding families with children. Prerequisites: None.

**CFS225  3 Credits**
**Foundations of Parent Education**
Professional development as related to work with parents. Emphasis on developing effective skills with parents, professionals and paraprofessionals involved with the child. Skills and techniques to facilitate and strengthen the individual and family relationships. Prerequisites: None.

**CFS235  3 Credits**
**Developing Child: Theory into Practice, Prenatal - Age 8**
Understanding and working with young children, birth through age 8. Analysis of young children's physical, social, emotional, cognitive and linguistic development within their home, school, and cultural contexts. Typical and atypical development. Implications for teachers and parents. Emphasis on observations and planning curriculum based on theories, research, and child-specific data. Prerequisites: None.

**CFS240  3 Credits**
**Human Behavior in Context**
Considers the influences of physical and social environments in which human behavior occurs. Includes multiple roles and perspectives of the individual, the family, society and the professional. Prerequisites: None.

**CFS243  3 Credits**
**Cross-Cultural Parenting**
Focus on the study of parents and children from a cross-cultural position. Emphasis on parenting styles and practices from a cultural directive and expectation perspective. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

**CFS247  3 Credits**
**Family Ties and Aging**

**CFS249  3 Credits**
**Transition to Adulthood**
Emphasis on major elements of the transition to adulthood and key links to changes in family relationships. Focus on the realignment of intergenerational relationships and reassessment of family priorities. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: None.

**CFS250  3 Credits**
**Social Policy and Families**
Examines the impact of social policy on family systems and the implications for professional roles and practice. Prerequisites: None.

**CFS251  3 Credits**
**Transitions: Work to Retirement**
Explores the work to retirement transitional issues that impact individuals and families. Emphasis on physical, cognitive and psychosocial dimensions of retirement. Prerequisites: None.

**CFS252  3 Credits**
**Contemporary Issues in Aging**
Current issues that impact aging development and behavior explored. Comprehensive and specific strategies for addressing these issues for professionals working with aging adults emphasized. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CFS258  3 Credits
Families in Society
Areas of concentration include family transition, diversity in structure and culture faced by contemporary families, problems, crisis and change affecting the stress on families as our society progresses into a more complicated future. The study of change as an integral part of all family’s day-to-day experiences while recognizing that family ancestral and cultural dimensions are fundamental for all family groupings. Course designed for those seeking careers in Family Studies, Parent Education, Psychology, Social Work/Human Services. Prerequisites: CFS157 and CFS259, or permission of instructor.

CFS259  3 Credits
Sexuality over the Life Span
Examination of the physical, psychological, social, and cultural contributions to human sexuality. Emphasis on family life and cultural variation. Examination of facts and myths, current literature, and changing mores regarding human sexuality. Sexuality of males and females in contemporary society; impact of sexual trends on society; home/school issues in sexuality education. Prerequisites: Permission of Department or Division. Student must be 18 years or older.

CFS269  1 Credit
Child Care Seminar
Emphasizes the blend of job-related activities including career exploration, employment procedures, human relations, and on-the-job issues. Prerequisites: Permission of Department or Division. Course Notes: CFS269 may be repeated for a total of three (3) credit hours.

CFS277  3 Credits
Adult-Adolescent Interaction
Prepares social service workers, teachers, and parents to interact effectively with teenagers. Develops understanding of the interaction between adolescents and their families. Teaches practical strategies to deal with specific problem areas. Prerequisites: None.

CFS285AA  1 Credit
Family-School Interaction: Preschool
Interaction among parents, teachers and the preschool. Emphasis on methods used cooperatively by parents and preschool teachers to provide for education and developmental needs. Prerequisites: CFS/ECH176 or CFS278 or permission of instructor.

Chinese (CHI)

CHI101  5 Credits
Elementary Chinese (Mandarin) I
Introduction to the basic grammar, pronunciation and vocabulary of the Mandarin Chinese language. Includes the study of Chinese culture, practice of listening, speaking, reading, and writing skills. Prerequisites: None.

CHI102  5 Credits
Elementary Chinese (Mandarin) II
Study of grammar and vocabulary along with the study of Chinese culture. Emphasis on pronunciation and speaking skills. Prerequisites: CHI101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

CHI201  5 Credits
Intermediate Chinese I
Continued development of speaking, reading, and writing proficiency in Mandarin Chinese through building vocabulary, phrases, idioms, and grammatical patterns. Includes study of Chinese culture. Prerequisites: CHI102 or permission of Department or Division. Completion of prerequisites within the last three years is required.

CHI202  5 Credits
Intermediate Chinese II
Advanced development of speaking, reading, and writing skills in Mandarin Chinese, and continued exploration of Chinese culture. Prerequisites: CHI201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Clinical Dental Assisting
For a list of course descriptions, see Dental Assisting.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**Communication (COM)**

**COM100** 3 Credits
Introduction to Human Communication
Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.

**COM110** 3 Credits
Interpersonal Communication
Theory and practice of communication skills which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, developing and maintaining personal and professional relationships. Prerequisites: None.

**COM225** 3 Credits
Public Speaking
Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills. Prerequisites: ENG101, or ENG107, or equivalent.

**COM230** 3 Credits
Small Group Communication
Principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, and information sharing. Prerequisites: None.

**COM259** 3 Credits
Communication in Business and Professions
Interpersonal, group, and public communication in business and professional organizations. Emphasis on oral communication. Prerequisites: ENG101, or ENG107, or equivalent.

**COM263** 3 Credits
Elements of Intercultural Communication
Basic concepts, principles, and skills for improving oral communication between persons from different minority, racial, ethnic, and cultural backgrounds. Prerequisites: None.

**COM271** 3 Credits
Voice and Diction
Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None.

**COM298AA** 1 Credit
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

**Community Dental Health (CDH)**

**CDH105** 3 Credits
Dental Health Advocacy and Outreach
Overview of Community Health Worker and the Community Dental Health Coordinator responsibilities. Includes advocacy concepts, process of advocacy in the community, and strategies for assisting underserved local populations in health and social services. Development of a personal health and wellness plan covered. Community outreach topics and strategies emphasized. Prerequisites: Permission of Department or Division.

**CDH110** 1 Credit
Oral Health Communication
Overview of oral health communication and oral health literacy for the Community Dental Health Coordinator. Impact of oral health literacy on one's health emphasized. Includes communication strategies, verbal and nonverbal communication skills. Prerequisites: Permission of Department or Division.

*Courses offered through an Educational Partnership and Customized Training program only.*
**Course Descriptions**

**CDH115  2 Credits**

**Interviewing Skills for Dental Health Advocate**
Overview of patient assessment interviewing skills for the Community Dental Health Coordinator. Covers motivational interviewing, human behaviors, and health concepts emphasizing oral health. Patient assessment, feedback, education, and behavior change interventions for dental patients included. Prerequisites: Permission of Department or Division.

**CDH130  2 Credits**

**Dental Health Legal and Ethical Issues**
Overview of legal and ethical issues in relation to the Community Dental Health Coordinator (CDHC). Covers policy, confidentiality and liability as well as Health Insurance Portability and Accountability Act (HIPAA) regulations. Also includes consumer protection and professional conduct. Prerequisites: Permission of Department or Division.

**CDH240  0.5 Credit**

**Dental Care Finance**
Procedures for determining dental care payment eligibility. Covers public financing available to clients as well as non-governmental third party insurance. Prerequisites: Permission of Department or Division.

**CDH245  3 Credits**

**Community Dental Health Coordinator Internship**
Practical application of the Community Dental Health Coordinator (CDHC) skills in an internship setting. Includes knowledge and skills required to organize, develop and manage integrated dental care in community-based clinics within practice standards. Prerequisites: Permission of Department or Division.

**Computers (BPC, CCT, CIS, CSC)**

**BPC103AK*  0.5 Credit**

**Using Word: Level I**
Use of Word to create, manipulate and print documents on a microcomputer. Prerequisites: None.

**BPC103BK*  0.5 Credit**

**Using Word: Level II**
Advanced concepts and skill development using Word to format, layout and design quality documents. Prerequisites: BPC102AD and BPC103AK or permission of Department or Division.

**BPC104AD*  0.5 Credit**

**Using Excel: Level I**
Use of Excel to create, edit, save and print worksheets. Prerequisites: None.

**BPC104BD*  0.5 Credit**

**Using Excel: Level II**
Use of Excel to enhance worksheets to include graphing and formatting data, using complex formula and function expressions to build and analyze data, and special print options to output worksheets and graphs. Prerequisites: BPC104AD or permission of Instructor.

**BPC106AH*  0.5 Credit**

**MS Outlook: Level I**
Messaging and word processing functions of a Microsoft Outlook electronic work state. Prerequisites: None.

**BPC107AH*  0.5 Credit**

**Using Access: Level I**
Use of Access to create, edit and selectively report data. Prerequisites: None.

**BPC110  3 Credits**

**Computer Usage and Applications**
Introduction to business and personal computer operations and usage. Software applications for analyzing and solving business problems including word processing, spreadsheet, database, and presentation graphics. Prerequisites: None.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**BPC111AA*  1 Credit**  
**Computer Keyboarding I**  
Mastery of essential microcomputer keyboarding skills. Emphasis on touch typing of alphabetic and numeric keys and symbols. Prerequisites: None.

**BPC111AB*  1 Credit**  
**Computer Keyboarding II**  
Further development of microcomputer keyboard speed and accuracy. Emphasis on touch typing with speed and accuracy development of numerals as related to preparation and handling of documents. Prerequisites: BPC111AA/OAS111AA or permission of Instructor.

**BPC119*  1 Credit**  
**Basic Data Entry Activities**  
Development of speed and accuracy of data entry skills. Includes vocabulary, keyboard drills, and data entry simulations. Prerequisites: (BPC111AA or OAS111AA or OAS101AA) or permission of instructor, OAS118 recommended but not required.

**BPC125  1 Credit**  
**Microcomputer Set Up and Maintenance**  
How to install and maintain a microcomputer (personal computer). Steps used to set up a new or add options to a previously installed microcomputer. Installation of internal options (memory, graphics, modems, etc.), as well as external options and devices (printers, monitors, communications, etc.). Troubleshoot (identify and repair or have repaired) microcomputer problems. Prerequisites: None.

**BPC138AA  3 Credits**  
**Windows Desktop Design and Publishing**  
Use of Windows-based microcomputers and appropriate commercial software package to compose and print textual and graphic materials of high quality. Includes overview of micro operating system, word processing of copy, use of graphics programs, layout of design elements, and printing alternatives. Prerequisites: CIS105 or BPC110 or permission of instructor.

**BPC170  3 Credits**  
**Computer Maintenance: A+ Exam Prep I**  
Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis placed on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: CIS105 or permission of instructor.

**BPC225  1 Credit**  
**Computer Configuration and Enhancement**  
Configuration and enhancement of a computer. Emphasis on configuration of hardware and software to optimize computer performance. Includes memory configuration and the identification and troubleshooting of configuration problems. Prerequisites: BPC125 or permission of instructor.

**BPC270  3 Credits**  
**Computer Maintenance: A+ Exam Prep II**  
Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on installation, maintenance, mobile devices, security, troubleshooting, and resolving various computer problems. Helps prepare students for the CompTIA A+ examinations. Prerequisites: BPC170 with grade of C or better, or permission of instructor.

**CCT151*  2 Credits**  
**Computer Technology for Business**  
Overview of computer technology for business. Includes hardware, software, and networks in addition to server function. Also covers internet search engines, cloud computing, and websites in addition to computer security measures. Prerequisites: None.

**CIS102  1 Credit**  
**Interpersonal and Customer Service Skills for IT Professionals**  
Examines behaviors necessary to develop and support an effective client service organization. Focuses on methods of increasing the effectiveness of help-desk professionals when responding to a range of customer conditions. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CIS105  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.

CIS1120  3 Credits
Introduction To Oracle: SQL
Use of Oracle tools and methodologies to fulfill real-world business information requirements. Hands-on exercises for designing, creating, and maintaining database structures to store, retrieve, update, and display data in a relational database using the SQL programming language. Creating and maintaining database objects. Advanced retrieval techniques. Prerequisites: CIS105 or permission of Instructor.

CIS113DE  3 Credits
Microsoft Word: Word Processing
Using word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents. Prerequisites: None.

CIS114DE  3 Credits
Excel Spreadsheet
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, projections, macro programming, database searching, extraction, linking, statistics, and matrix manipulation. Production of graphs and reports. Project design using multiple, integrated spreadsheets. Prerequisites: None.

CIS117DM  3 Credits
Microsoft Access: Database Management
Introduction to the basic elements, exploration of additional components and common database management problems related to the Microsoft Access program. Prerequisites: None. Course Notes: CIS117DM combines the contents of CIS117AM, CIS117BM and CIS117CM.

CIS118AB  1 Credit
PowerPoint: Level I
Use of PowerPoint software to produce professional-quality presentation visuals. Prerequisites: None.

CIS118BB  1 Credit
PowerPoint: Level II
Use of PowerPoint software to add movement and sound to desktop presentations to enhance audience attention. Prerequisites: CIS118AB.

CIS119DO  3 Credits
Adobe Photoshop Level I: Digital Imaging
Focuses on entry-level skill expectations for digital imaging using Adobe Photoshop. Helps students prepare for the Adobe certifications related to Photoshop. Prerequisites: None.

CIS120AE  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.

CIS120BB  1 Credit
PowerPoint: Level II
Use of PowerPoint software to add movement and sound to desktop presentations to enhance audience attention. Prerequisites: CIS118AB.

CIS120DC  3 Credits
Adobe Flash Level I: Digital Animation
Focuses on entry-level skill expectations for digital animation using Adobe Flash. Covers basic animation techniques used in the creation, manipulation, and editing of Flash animation graphics. Helps students prepare for the Adobe certifications related to Adobe Flash. Prerequisites: None.

CIS120DB  3 Credits
Computer Graphics: Adobe Illustrator
Provides students with the capability to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics, and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CIS121AI**  1 Credit  
*Mac Operating System*
Specific topics include getting started with Mac OS; working with disks, folders, and files; installing and using applications; setting system preferences; printing, faxing, and scanning; getting and living online; using iLife; sharing a Mac with other users; creating a home network; and maintaining the Mac. Prerequisites: None

**CIS122AE**  1 Credit  
*Windows Operating System: Level II*
Additional capabilities of the Windows program that configure devices and customize the presentation of the operating system. System tools, control panel utilities, the My Computer, Network Neighborhood, and Microsoft Exchange desktop icons. Other helpful utilities presented. Prerequisites: CIS121AE or permission of instructor.

**CIS124AA**  1 Credit  
*Project Management Software: Level I*
Utilization of project management software packages by managers and advanced business students to solve critical management planning tasks. Evaluation of management opportunities utilizing software packages to monitor project progress and resource allocation. Includes “what-if” analyses, and preparation of management reports. Prerequisites: None.

**CIS124BA**  1 Credit  
*Project Management Software: Level II*
Advanced use of project management software. Covers features and functions to solve critical management planning tasks. Project communications, scheduling, resource allocation, tracking processes and importing and exporting data also covered. Project consolidation emphasized. Prerequisites: CIS124AA or permission of instructor.

**CIS132**  3 Credits  
*HTML/CSS*
Overview of foundational HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) coding. Create web pages and sites that adhere to web standards and best practices using current web coding standards. Prerequisites: None.

**CIS133AA**  1 Credit  
*Internet/Web Development Level I-A*
Overview of the Internet and its resources. Hands-on experience with various Internet communication tools. Prerequisites: None.

**CIS133BA**  1 Credit  
*Internet/Web Development Level I-B*
Exploration of additional Internet resources. Hands-on experience with a variety of resource discovery and information retrieval tools as well as enhancement of Web pages. Prerequisites: CIS133AA.

**CIS133CA**  1 Credit  
*Internet/Web Development Level I-C*
Web site development using enhancement codes. Includes frames, style sheets and javascript as well as design principles and typography. Prerequisites: CIS133BA.

**CIS133DA**  3 Credits  
*Internet/Web Development Level I*
Overview of the Internet/WWW and its resources. Hands-on experience with various Internet/WWW communication, resource discovery, and information retrieval tools. Web page development also included. Prerequisites: None.

**CIS138DA**  3 Credits  
*Desktop Design and Publishing Using Adobe InDesign*
Use of Adobe InDesign to compose and print textual and graphic materials of high quality. Includes word processing of copy, use of graphics programs, layout of design elements, printing alternatives, and file formats. Prerequisites: CIS105, or BPC110, or permission of instructor.

**CIS140**  2 Credits  
*Survey of Multimedia Technology*
Introduction to multimedia technology and its uses. Overview of the various hardware and software used in developing and delivering multimedia. Emphasis on how multimedia is used in education and training. Provides a basic understanding of the process used to define and develop multimedia applications. Prerequisites: CIS105, or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

CIS150  3 Credits
Programming Fundamentals
Structured program design and logic tools. Use of computer problems to demonstrate and teach concepts using appropriate programming language. Prerequisites: CIS105 or permission of instructor.

CIS151*  3 Credits
Computer Game Development -Level I
Introduction to object-oriented game development, game design, and game theory. Use of computer software to demonstrate and teach concepts using an appropriate game development platform to model real-time simulations and create computer games using object oriented tools. Introduction to developing PC games, educational software, and training software using windows based object oriented developments tools. Prerequisites: CIS105 or permission of Instructor.

CIS159  3 Credits
Visual Basic Programming I
Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: CIS105 or permission of instructor.

CIS162AB*  3 Credits
C++: Level I
Introduction to C++ programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105 or permission of instructor.

CIS162AD  3 Credits
C#: Level I
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105, or permission of Instructor.

CIS163AA  3 Credits
Java Programming: Level I
Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming. Prerequisites: CIS105, or permission of instructor.

CIS165  3 Credits
Introduction to iPhone Application Programming
Introduction to iPhone/iPad/iPod Touch programming utilizing the application XCode, and the programming language Objective-C with Cocoa Touch frameworks. Understand iPhone hardware and feature basics. Go through entire design process from concept to final product delivery. Prerequisites: CIS150, or CIS150AB, or CIS162AC, or permission of Instructor.

CIS165DA  3 Credits
Android Mobile Device Programming
Beginning with an overview of Android features, this class explores the required software tools and programming techniques for developing Android device applications from creating the user interface, working with activities, intents and views, to using databases, providing data persistence, accessing device features and services, to debugging and publishing applications. Prerequisites: CIS163AA, or permission of Instructor.

CIS165DB  3 Credits
C#/VB.NET: Windows 8 App Development
Building upon desktop application development with Visual Studio using VB.NET or C# languages, developing apps for Windows 8 utilizes Extensible Application Markup Language (XAML) for interface design. Windows 8 utilizes UI design standards that are unique from previous versions. Develop apps for Windows 8 smartphones and tablets that utilize touch input methods, translate into different resolutions, states, and orientations, and can tap into mobile features such as location and acceleration sensors. Includes working with external data and packaging for Windows Store distribution. Prerequisites: CIS159 or CIS162AD or permission of Instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CIS190**  
3 Credits  
**Introduction to Local Area Networks**  
Overview of local area networks. Emphasis on the elements of a local area network, current issues and products, and use of local area network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Prerequisites: CIS105 or permission of instructor.

**CIS213DE**  
3 Credits  
**Advanced Microsoft Word: Word Processing**  
Using advanced word processing software features to perform tasks such as mail merge, collaboration, web pages, math functions, macros, photo enhancements, graphics, tables, forms and manage long documents. Prerequisites: CIS113DE or (CIS113AE and CIS113BE and CIS113CE) or permission of Instructor.

**CIS214DE**  
3 Credits  
**Advanced Excel Spreadsheet: Level II**  
Advanced Excel spreadsheet features including formatting techniques, macros and Visual Basic for applications. Templates, built-in functions and lists as well as analysis tools including Pivot Tables and Goal Seek covered. Import and export data, workgroup collaboration and Internet features of Excel emphasized. Prerequisites: CIS114DE or permission of instructor.

**CIS217AM**  
3 Credits  
**Advanced Microsoft Access: Database Management**  
Advanced database concepts including database design, primary and secondary key selection and relationships between tables. Queries, sub forms, macros, events, Visual Basic modules and Access Internet features also covered. Prerequisites: CIS117DM or CIS117CM.

**CIS220DF**  
3 Credits  
**Adobe Photoshop Level II: Advanced Digital Imaging**  
Goes beyond the basic use of palettes, selections, layers, menus, and tool options, and focuses on using Photoshop software's advanced features to manipulate and correct digital and digitally produced images. Prerequisites: (CIS120AF, CIS120BF and CIS120CF) or CIS120DF, or permission of Instructor.

**CIS225**  
3 Credits  
**Business Systems Analysis and Design**  
Investigation, analysis, design, implementation and evaluation of business computer systems. Prerequisites: Any programming language or permission of instructor.

**CIS225AB**  
3 Credits  
**Object-Oriented Analysis and Design**  
Methodologies and notations for fundamental object-oriented analysis and design including use cases, objects, classes, stereotypes, and relationships. Object-oriented iterative process for system development. A continuous application development exercise for applying the analysis and design concepts. Prerequisites: Any programming language or permission of Instructor.

**CIS233DA**  
3 Credits  
**Internet/Web Development Level II**  
Design and create pages on the World Wide Web with a variety of markup languages, programming languages, scripts, and multimedia. Hands-on experience authoring and preparing sophisticated web documents. Exploration of best practices/ issues for web design and publishing and careers in web development and e-commerce. Prerequisites: CIS133CA or CIS133DA or permission of instructor.

**CIS233DC**  
3 Credits  
**Internet Web Development: Dreamweaver**  
Design and development of comprehensive and interactive websites using Dreamweaver. Hands-on experience designing, developing, testing, and publishing web documents that contain various client-side web technologies. Assists in preparing students for the Adobe Certifications related to Adobe Dreamweaver. Prerequisites: CIS132, CIS133CA, or CIS133DA, or permission of instructor.

**CIS235**  
3 Credits  
**e-Commerce**  
Introduction to Electronic Commerce on the Internet. Designing an electronic storefront including web page content and development, e-commerce site marketing, advertisement, legal and security considerations, credit card and other debit transaction covered. Also includes current issues in e-commerce. Prerequisites: CIS133CA, or CIS133DA, or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
### Course Descriptions

**CIS240  3 Credits**  
**Local Area Network Planning and Design**  
Analysis of the needs and requirements for a local area network (LAN). Emphasis on basic systems analysis and design for a local area network, selection of appropriate hardware and software components. Includes current and future issues, needs analysis, cost estimation, selection of connectivity and network components, and issues relating to access, security and support. Prerequisites: CIS190, or MST140, or permission of instructor.

**CIS250  3 Credits**  
**Management of Information Systems**  
The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: CIS105.

**CIS259  3 Credits**  
**Visual Basic Programming II**  
Use of the Visual Basic programming language to identify and solve advanced problems using suitable examples from business or other disciplines. Prerequisites: CIS159 or permission of instructor.

**CIS262AD  3 Credits**  
**C# Level II**  
Advanced C# programming with emphasis on data structures, dynamic memory allocation, object-oriented programming, user interfaces, and database processing. Overview of web applications, network programming, and reporting tools. Prerequisites: CIS162AD, or permission of instructor.

**CIS263AA  3 Credits**  
**Java Programming: Level II**  
Intermediate Java Programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: CIS163AA or permission of instructor.

**CIS276DA  3 Credits**  
**MySQL Database**  
A broad overview of the MySQL database. Includes Structured Query Language (SQL) instruction for data definition, data manipulation, and data retrieval. Develops knowledge and skills required to install MySQL, model and create new databases, manage users, authentication, and stored procedures, and develop backup/restore strategies. Prerequisites: CIS105 or permission of Instructor.

**CIS276DB  3 Credits**  
**SQL Server Database**  
A broad overview of the Microsoft Structured Query Language (SQL) Server database. Includes SQL instruction for data definition, data manipulation, and data retrieval. Develops knowledge and skills required to install SQL Server, model and create new databases, manage users, authentication, and stored procedures, and develop backup/restore strategies. Prerequisites: CIS105 or permission of Instructor.

**CIS288  2 Credits**  
**Digital Design Portfolio**  
Procedures for compiling, evaluating, and selecting prior learning experiences and artifacts for a digital portfolio. Covers techniques for the design, production, and publishing of an online portfolio documenting prior learning. Includes techniques for presenting the digital portfolio for evaluation. Prerequisites: BPC/CIS133DA and (BPC/CIS120DB or BPC/CIS120DF or BPC/CIS138DA) or permission of Instructor.

**CSC100*  3 Credits**  
**Introduction to Computer Science (C++)**  
Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: MAT120 or MAT121 or MAT122.

**CSC110  3 Credits**  
**Introduction to Computer Science (Java)**  
Concepts of problem solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering Majors. Prerequisites: MAT120, or MAT121, or MAT122.
Course Descriptions

CSC150*  3 Credits
**Programming in C/C++**
Introduction to C and C++ programming. Flow control, functions, pointers, data structures, file handling, and introduction to object-oriented programming. Prerequisites: Permission of instructor.

CSC185*  3 Credits
**World Wide Web and Introductory Internet Programming**
Organization of and access to information on the Internet. Design, creation and publication of interactive web pages with HTML, multimedia, animated custom graphics, applets and JavaScript programming. Ethical issues, including security and privacy on the World Wide Web. Prerequisites: None.

CSC205  3 Credits
**Object Oriented Programming and Data Structures**
Covers Object-Oriented design and programming; elementary data structures; arrays; lists; stacks; queues; binary trees; recursion; searching and sorting algorithms. Prerequisites: CSC110, or permission of Instructor.

CNS182  4 Credits
**Construction Estimating and Print Reading**
Analysis and interpretation of construction drawings (blueprint reading); interpretation of symbols, annotations, conventions, and terms of trade. Emphasizes learning quantities of material, equipment, and labor for a construction project. Includes a focus on procedures used to apply timely unit costs. Covers Occupational Safety and Health Administration Safety Standards (OSHA) and their impact on construction cost. Prerequisites: None.

CNS290AB*  2 Credits
**Construction Internship**
Construction internship office/field experience with private/public agencies or citizen volunteer groups. Prerequisites: CNS282, or permission of Department or Division. Course Notes: May not repeat specific assignment for more than (3) credit hours. Standard grading available according to procedures outlined in college catalog.

CNS290AC*  3 Credits
**Construction Internship**
Construction internship office/field experience with private/public agencies or citizen volunteer groups. Prerequisites: CNS282, or permission of Department or Division. Course Notes: May not repeat specific assignment for more than (3) credit hours. Standard grading available according to procedures outlined in college catalog.

**Corporate Computer Technology (CCT)**
For a list of course descriptions, see Computers.

**Counseling and Personal Development (CPD)**

**CPD102AB**  2 Credits
**Career Exploration**
Designed to assist students make informed career decisions. Focuses on current occupational trends and outlook. Explores career-related interests, values, needs, preferences, skills, and strengths with the use of various assessments. Aids in the development of individualized educational/career goals and action plan. Prerequisites: None. Course Notes: CPD102AB may be repeated for a total of six (6) credit hours.

**CPD102AC**  2 Credits
**Creative Job Hunting**
Assists students in gaining skills and confidence necessary to compete in the job market. Emphasis on job search techniques and strategies, resume and cover letter writing, interviewing skills and professional etiquette. Prerequisites: None. Course Notes: CPD102AC may be repeated for credit.

**CPD103BL**  2 Credits
**Dynamics of Leadership**
Designed to provide strategies that may be used when assuming leadership roles. Focus on improving self-confidence through the development of appropriate behaviors, problem-solving skills, and techniques of leadership. Prerequisites: None.

---

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

### CPD115  1 Credit
**Creating College Success**
Strategies to create success in college. Methods for selecting and developing effective academic strategies, increasing self-awareness and developing self-management strategies. Elements of college resources and relationships with others explored in support of students’ educational experience. Prerequisites: None.

### CPD150  3 Credits
**Strategies for College Success**
Focus on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. Prerequisites: None.

### CPD160  3 Credits
**Introduction to Multiculturalism**
Examination of the multiple cultures and subcultures within the contemporary United States. Personal exploration of awareness and appreciation of multiculturalism. Activities for experiencing diverse cultural perspectives. Critical thinking skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures through written and oral discourse. Prerequisites: ENG101, or ENG107, or permission of Instructor.

### Creative Writing (CRW)

#### CRW120  3 Credits
**Introduction to Writing Children’s Literature**
Overview of writing children’s literature. Emphasis on genres and standards for quality. Development of techniques in reading, evaluating, writing, revising, and editing literature written for children. Prerequisites: None. ENH291 suggested but not required.

#### CRW150  3 Credits
**Introduction to Creative Writing**
Introduces the student to elements and techniques of creative writing in a variety of genres; teaches terminology and concepts needed for successful participation in writing workshops; facilitates writing practice and evaluation; offers individual guidance on the student’s development as a writer. Prerequisites: None.

#### CRW160  3 Credits
**Introduction to Writing Poetry**
Prewriting (invention and discovery); writing; analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one’s own and the poetry of others, and produce a portfolio of finished, marketable poems. Prerequisites: None. CRW150 recommended but not required.

#### CRW170  3 Credits
**Introduction to Writing Fiction**
Practice in writing fiction through a process of prewriting (invention and discovery), writing, analysis and evaluation (in workshop), and revision; practice in manipulating various elements and forms of fiction. Prerequisites: None. CRW150 recommended but not required.

#### CRW172  3 Credits
**Introduction to Comic Book Writing**
Introduction to elements and techniques of comic book writing in its specific form; teaches terminology and concepts needed for the successful participation in writing workshops; focuses on proposal outline, planning, structure facilitates writing practice (including character study) and evaluation; offers individual suggestions in the student’s development in this genre. Prerequisites: None. CRW150 recommended but not required.

#### CRW180  3 Credits
**Introduction to Writing Nonfiction**
Practice in writing creative nonfiction, including autobiography and biography, the essay, reviews, and humor using a process of invention and discovery, writing, analysis, evaluation, and revision. Combines lecture, discussion, and workshop, leading to the production of marketable quality creative nonfiction. Prerequisites: None. CRW150 recommended but not required.

#### CRW190  3 Credits
**Introduction to Screenwriting**
Overview of screenwriting elements; introduction to screenwriting techniques. Prerequisites: None. CRW150 recommended but not required.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

**CRW200  1 Credit**  
**Readings for Writers**  
Close analysis and interpretation of selected literary texts designed to strengthen the students’ own writing by extending their familiarity with the genre in which they write and their knowledge of selected literary elements. One-on-one meetings between student and instructor. Prerequisites: CRW150, or permission of Instructor. Course Notes: CRW200 may be repeated for a total of six (6) credits.

**CRW201  1 Credit**  
**Portfolio**  
Close analysis of the creative writing portfolio culminating in selection, revision, editing, and compiling of the student’s own literary work in a portfolio. Students meet individually with instructor to choose, prepare, and compile their work. Prerequisites: (Acceptance into Creative Writing Certificate Program and completion of at least nine (9) credit hours in creative writing (CRW)), or permission of Program Director. Course Notes: CRW201 may be repeated for a total of two (2) credit hours.

**CRW202  3 Credits**  
**The Writer as Witness**  
Studio course focusing on writing with the writer as witness of the world: pre-writing, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

**CRW203  3 Credits**  
**Dialogue**  
Studio course focusing on writing dialogue in a variety of genres; prewriting, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

**CRW204  3 Credits**  
**Journaling**  
Studio course focusing on journal writing. Prerequisites: CRW150 or permission of instructor.

**CRW220  3 Credits**  
**Intermediate Writing Children’s Literature**  
Application of techniques in writing literature for children. Emphasis on independent writing, self-evaluation, and revision. Includes completion of a major writing project of marketable quality. Prerequisites: CRW120, or permission of instructor.

**CRW251  3 Credits**  
**Topics in Creative Writing**  
Analysis, writing, and revision focused on a selected element applicable to all genres of creative writing. Prerequisites: None. CRW150 recommended. Course Notes: CRW251 may be repeated, topic must be different, for a total of nine (9) credit hours.

**CRW260  3 Credits**  
**Intermediate Poetry Writing**  
Emphasis on writing a series of original poems; analysis and evaluation of the functions and effects of established works of poetry; concentration on evaluation and revising students’ poetry through intensive workshopping. Prerequisites: CRW160 or permission of Instructor.

**CRW261  3 Credits**  
**Topics in Writing: Poetry**  
Analysis, writing, and revision of genre or element within poetry. Prerequisites: CRW150 or permission of instructor.

**CRW270  3 Credits**  
**Intermediate Fiction Writing**  
Writing original short stories; analysis of works of fiction; concentration on revising students’ fiction through intensive workshopping. Prerequisites: CRW170.

**CRW271  3 Credits**  
**Topics in Writing: Fiction**  
Analysis, writing, and revision of genre or element within fiction. Prerequisites: CRW150 or permission of instructor.

**CRW272  3 Credits**  
**Planning and Structuring the Novel**  
Focus on planning, structuring, and beginning a novel; prewriting, writing, analysis, evaluation, and revision of novel plans and excerpts. Prerequisites: CRW150 or permission of instructor.

**CRW273  3 Credits**  
**Writing the Novel**  
Provides the beginning novelist with structure, support, and guidance vital to sustained writing; focus on establishing goals and using critique sessions with instructor and peers to draft a novel; open- and topic-focused in-class forums, novel writing, peer and instructor critiques. Prerequisites: CRW272 or permission of instructor.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**CRW274  3 Credits**
Revising the Novel
Studio course workshop format. Requires a complete novel finished, in manuscript, ready for revision and polishing. Prerequisites: CRW273 or permission of instructor.

**CRW281  3 Credits**
Topics in Writing: Non-Fiction
Analysis, writing, and revision of genre or element within non-fiction. Prerequisites: CRW150 or permission of instructor.

**CRW290  3 Credits**
Intermediate Screenwriting
Drafting and revision of original screenplay; overview of marketing a screenplay. Prerequisites: CRW190 or permission of instructor.

**CRW291  3 Credits**
Topics in Writing: Plays
Analysis, writing, and revision of genre or element within plays and/or motion picture screenplays. Prerequisites: CRW150 or permission of instructor.

**Credit Services Industry (CSI)**

**CSI111*  2 Credits**
History and Function of the Credit Card Industry
History and function of the credit card industry. Covers operations and transaction order procedures in addition to terminal functionality, hotel procedures and use of the Merchant Management System (MMS). Prerequisites: None.

**CSI122*  2 Credits**
Introduction to Cardmember Services
Introduction to credit cardmember services. Covers job responsibilities of a cardmember service account manager. Enrollment processes, merging accounts and various credit card products and features also included. Use of a computer emphasized. Prerequisites: None.

**CSI123*  2 Credits**
Credit Card Customer Service
Procedures for handling credit card transactions using the Hypercom System. Covers response calls, Quit Duplicating (QD) situations and procedures for the incrementing/bumping process. Also includes effective customer service techniques. Prerequisites: None.

**CSI124*  3 Credits**
Intermediate Cardmember Services
Credit cardmember services. Covers balance transfers, call handling procedures, statements, authorizations and payment disputes. Computer usage emphasized. Prerequisites: CSI122.

**CSI126*  2 Credits**
Advanced Cardmember Services
Advanced credit cardmember services. Includes finance charge processing procedures and listening and customer interaction strategies. Covers lost/stolen report processing and negotiation techniques. Prerequisites: CSI124.

**CSI130*  3 Credits**
Cardmember Assistance
Overview of credit cardmember assistance. Policies and procedures emphasized. Communication tools and cardmember assistance telephone calls covered. Prerequisites: None.

**CSI132*  2 Credits**
Cardmember Assistance Calls
Credit cardmember assistance telephone calling. Placing and answering cardmember phone calls emphasized. Use of a collection system also covered. Prerequisites: CSI130.

**CSI143*  2 Credits**
Cardmember Payment Assistance
Procedures and policies for calling and collecting payments from credit card members. Effective customer service techniques for payment resolution on delinquent accounts emphasized. Prerequisites: None.

**CSI151*  2 Credits**
Cardmember Retention I
Retention procedures of credit card members. Emphasis on retention closure reasons and account negotiation strategies. Includes cardmember accounts procedures, credit card features, and reward programs. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI152*</td>
<td>2</td>
<td>Credit Card Debt Collection</td>
<td>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.</td>
</tr>
<tr>
<td>CSI153*</td>
<td>2</td>
<td>Cardmember Retention II</td>
<td>Cardmember retention procedures. Auto reopen accounts process and account negotiation strategies emphasized. Balance transfers and finance charges also covered. Prerequisites or Corequisites: CSI151.</td>
</tr>
<tr>
<td>CSI156*</td>
<td>2</td>
<td>Credit Card Loss Prevention</td>
<td>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.</td>
</tr>
<tr>
<td>CSI170*</td>
<td>3</td>
<td>Overview of Security Investigations</td>
<td>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.</td>
</tr>
<tr>
<td>CSI172*</td>
<td>2</td>
<td>Security Investigations</td>
<td>Advanced credit card security investigations. Includes use of fraud detection computer systems and placement of cardmember phone calls. Fraud case investigations emphasized. Prerequisites: None.</td>
</tr>
<tr>
<td>CSI185*</td>
<td>3</td>
<td>Terminal Communication Procedures</td>
<td>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.</td>
</tr>
<tr>
<td>CSI196*</td>
<td>2</td>
<td>Credit Card Processing</td>
<td>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.</td>
</tr>
<tr>
<td>CSI197*</td>
<td>1</td>
<td>Customer Information Center</td>
<td>Overview of technical skills required to complete customer information center requests. Includes system overview, call identification, and search procedures as well as fraudulent call procedures. Prerequisites: None.</td>
</tr>
<tr>
<td>CSI198*</td>
<td>2</td>
<td>Credit Card Debt Collection Policy</td>
<td>Overview of credit card collection policies. Covers departmental goals, services, and procedures. Special emphasis on legal aspects of collections including the Fair Debt Collection Practices Act and various compliance policies. Prerequisites: None.</td>
</tr>
<tr>
<td>CSI200*</td>
<td>2</td>
<td>Retail Website Customer Service</td>
<td>Introduction to retail website features and procedures. Includes shopping guides, customer accounts, and basic order entry guidelines and procedures. Prerequisites: None.</td>
</tr>
<tr>
<td>CSI201*</td>
<td>3</td>
<td>Retail Website Customer Service Procedures</td>
<td>Practical application of retail website customer service procedures. Includes order entry, modifications, and service recovery as well as procedures for handling registries and store services. Prerequisites: None.</td>
</tr>
<tr>
<td>CSI206*</td>
<td>3</td>
<td>Banking Member Service Representative</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CSI207*  3 Credits
Banking Accounts and Products
Knowledge of bank accounts, products, and procedures for banking member service representatives. Covers new accounts, credit cards, debit cards, certificates of deposit and individual retirement accounts. Self-service banking benefits and procedures as well as cash advances, funds transfers, and wire transfers included. Prerequisites: None. Corequisites: CSI206, CSI208, and CSI209.

CSI208*  3 Credits
Banking Account Management
Account management procedures for banking member service representatives. Banking terminology and maintenance procedures including member verification and privacy policies. Includes fraud handling and common banking inquiries by members such as updating account information, stopping payments, reordering checks, and requesting refunds. Retention of banking members also covered. Prerequisites: None. Corequisites: CSI206, CSI207, and CSI209.

CSI209*  1 Credit
Banking Account Management Lab
Practical application of banking member services and procedures. Covers computerized banking systems including online documentation and database usage. Procedures for new accounts and account maintenance included as well as procedures for handling various member requests. Communication and customer service skills emphasized. Prerequisites: None. Corequisites: CSI206, CSI207, and CSI209.

CSI240*  3 Credits
Credit Services Legal Procedures
Legal procedures for the credit services industry. Includes security responsibility and communication systems, as well as credit law. Also covers account issues including ownership inquiries, verifications, and restrictions. Prerequisites: Permission of Department or Division.

CSI241*  2 Credits
Credit Services Account Procedures
Account procedures for credit services. Includes rewards, upgrades, and frequent buyer programs. Also covers fees, procedures for saving accounts, limit increases, and lost/stolen cards. Prerequisites or Corequisites: CSI240.

CSI242*  2 Credits
Credit Services Billing Procedures
Credit services billing procedures and statements. Includes disputes and deferred purchases, as well as third party products and services. Also covers back office discounts and procedures for handling payment issues. Prerequisites or Corequisites: CSI241.

CSI243*  1 Credit
Credit Services Lab
Practical application of credit services procedures. Includes computer, phone and Voice Recognition Unit (VRU) procedures and screens as well as demonstration of effective customer service techniques. Covers procedures for account ownership, verification, and advertising as well as disputes, deferred purchases and transfers. Prerequisites: Permission of Department or Division.

CSI245*  2 Credits
Introduction to Credit Granting
Overview of policies and procedures for credit granting. Includes account research, updates, and restrictions as well as authorization procedures. Also covers referrals, applications, and special processing issues. Prerequisites: None.

CSI246*  3 Credits
Credit Granting Procedures
Practical application for procedures for credit granting. Includes representative responsibilities in the areas of computer skills, customer service, and communication. Also covers procedures for completing customer inquiries, account modifications, and authorizations as well as special processing procedures and referrals. Prerequisites: None.

CSI250*  3 Credits
Customer Service for Credit Counselors
Basic customer service principles for the credit counselor. Examination of credit-counseling programs covered. Emphasis on elements of customer service transactions. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CSI251*  3 Credits**
**Legal Issues In Credit Counseling**
Overview of laws and practices in granting credit. Types of credit and calculating finance charges included. Emphasis on implications of inadequate payment history on credit ratings. Prerequisites: None.

**CSI252*  3 Credits**
**Credit Counseling New Accounts**
Overview of establishing new client accounts in a credit-counseling program. Emphasis on screens used to setup an account. Prerequisites: None.

**CSI255*  3 Credits**
**Account Maintenance Procedures**
Account maintenance procedures for customer service representatives. Emphasis on managing ongoing client accounts. Covers contact with creditors and clients. Prerequisites: None.

**CSI257*  3 Credits**
**Credit Counseling Account Processes**
Overview of maintaining a client account in a credit counseling program. Emphasis on screens used to maintain an account. Prerequisites: None.

**CSI258*  3 Credits**
**Credit Counseling and Financial Management**
Overview of financial topics relevant to clients and their accounts. Covers creditor information and policies as well as procedures for account review. Also includes identification of and education regarding client financial issues in addition to client resource identification and use. Prerequisites: None.

**Critical Reading (CRE)**
For a list of course descriptions, see Reading.

---

**Culinary Arts (CUL)**

**CUL105  3 Credits**
**Principles and Skills for Professional Cooking**
Introductory principles and skills for professional cooking. Introduces organizational structure of kitchen staff in different types of kitchens. Includes basic principles of safety and sanitation, equipment and utensil use, French cooking terms, recipe use, measuring techniques, identification and use of seasoning agents, and basic cooking methods applied to stocks, sauces and soups, vegetables, starches, entrees, and eggs. Emphasis on practical experiences in a commercial kitchen. Prerequisites: None.

**CUL113  3 Credits**
**Commercial Baking Techniques**
Principles and techniques for preparation, storage, and serving of bakery products. Includes breads, cakes, pies, pastry, cookies, fillings, and icings. Emphasis on practical experiences in a commercial bakery. Prerequisites: None.

**CUL121  3 Credits**
**Principles of Food and Beverage Service**
Qualities and skills necessary for successful food and beverage service. Includes room planning and setup, duties of service staff, types of service, customer relations, dining room etiquette, and cash management. Prerequisites: None.

---

**Customer Service Representative (CSR)**

**CSR105*  1 Credit**
**Advanced Abandoned Vehicle Inspection**
Advanced abandoned vehicle inspection procedures. Covers types of abandoned vehicles, the third party inspection form, fees, and policies as well as governing authority. Also includes additional requirements, letters, and transfer of ownership. Prerequisites: None.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR106*</td>
<td>0.5</td>
<td>Basic Abandoned Vehicle Inspection</td>
<td>Basic abandoned vehicle inspection procedures. Covers safety procedures, vehicle types, and eligibility status determination as well as forms completion.</td>
<td>None</td>
</tr>
<tr>
<td>CSR107*</td>
<td>0.5</td>
<td>Permanent Fleet Registration</td>
<td>Basic third party permanent fleet registration procedures. Covers the registration process, forms, and renewals as well as fees calculation and reconciliation of accounts.</td>
<td>None</td>
</tr>
<tr>
<td>CSR108*</td>
<td>2</td>
<td>Motor Vehicle Documentation Concerns</td>
<td>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.</td>
<td>None</td>
</tr>
<tr>
<td>CSR109*</td>
<td>2</td>
<td>Motor Vehicle Documentation Procedures</td>
<td>State motor vehicle documentation procedure. Use of computer based government workstation emphasized. Includes procedures for location and modification of customer and vehicle records.</td>
<td>None</td>
</tr>
<tr>
<td>CSR111*</td>
<td>3</td>
<td>Motor Vehicle Customer Service</td>
<td>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.</td>
<td>None</td>
</tr>
<tr>
<td>CSR112*</td>
<td>3</td>
<td>Motor Vehicle Records Administration</td>
<td>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.</td>
<td>None</td>
</tr>
<tr>
<td>CSR113*</td>
<td>2</td>
<td>Motor Vehicle Title and Registration Administration</td>
<td>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.</td>
<td>None</td>
</tr>
<tr>
<td>CSR115*</td>
<td>2</td>
<td>Privilege Restriction Documentation</td>
<td>Procedures for documenting the resolution of loss of driving privileges in a state motor vehicle division database. Emphasis on the processing of suspension, revocation, and uninsured driver issues. Covers driver impairment suspension issues and citation notation processing. Also includes driver re-examination and reinstatements.</td>
<td>None</td>
</tr>
<tr>
<td>CSR117*</td>
<td>2</td>
<td>Pharmaceutical Assistance Programs</td>
<td>Overview of pharmaceutical assistance programs. Computerized database usage emphasized. Includes eligibility, medications, and enrollment procedures. Customer correspondence and rebates also covered.</td>
<td>None</td>
</tr>
<tr>
<td>CSR124*</td>
<td>1</td>
<td>Motor Vehicle Title Exchange</td>
<td>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.</td>
<td>None</td>
</tr>
<tr>
<td>CSR125</td>
<td>2</td>
<td>Front Office Procedures</td>
<td>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.</td>
<td>Permission of Department or Division</td>
</tr>
<tr>
<td>CSR126</td>
<td>1</td>
<td>Front Office Insurance</td>
<td>Medical front office procedures with an emphasis on medical insurance, insurance billing, and coding procedures.</td>
<td>Permission of Department or Division</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CSR127*  2 Credits
Advocate-Driven Medication Procedures I
Procedures for advocate-driven medication customer service representatives. Covers patient advocate criteria and responsibilities. Eligibility requirements, enrollment procedures, and Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliance standards included. Prerequisites: None.

CSR128*  2 Credits
Advocate-Driven Medication Procedures II
Further examination of procedures for advocate-driven medication customer service representatives. Medication authorizations and changes as well as medical insurance, claims, and customer correspondence covered. Prerequisites: CSR127.

CSR129*  2 Credits
Advocate-Driven Medication Procedures Lab
Laboratory for advocate-driven medication customer service representatives. Computerized database usage emphasized. Patient eligibility, accounts, correspondence and claims included. Prerequisites: CSR128.

CSR139*  3 Credits
Introduction to Retail Pharmacy Customer Care
Introduction to the retail pharmacy program. Includes customer care responsibilities, confidentiality, and eligibility status in addition to various types of member inquiries. Also covers quality assurance and Federal and State laws governing controlled substances. Prerequisites: None.

CSR143*  2 Credits
Patient Prescription Adherence Procedures
Overview of patient prescription adherence program procedures for patient support representative. Includes program benefits, eligibility requirements, waiver process. Computerized database usage emphasized. Prerequisites: None.

CSR145*  3 Credits
Prescription Prior Authorization I
Prescription prior authorization procedures for federal employees. Covers eligibility as well as claims process and claims adjudication. Computerized databases and automated phone systems emphasized. Prerequisites: None.

CSR146*  3 Credits
Prescription Prior Authorization II
Advanced prescription prior authorization procedures for federal employees. Usage of various computerized databases emphasized. Includes drug benefit management, drug limitation guidelines, standard allowance fill quantity, and prior authorization fill quantity. Approved and denied authorizations also covered. Prerequisites: CSR145.

CSR154*  2 Credits
Retail Pharmacy Billing and Payment
Billing and payment processes for the retail pharmacy industry. Covers prior authorizations and restrictions, reconsideration, and procedures for completing specialty orders. Prerequisites: CSR139.

CSR155*  3 Credits
Retail Pharmacy Plans
Retail pharmacy benefit plan design. Includes types of plans, limitations and drug coverage in addition to fulfillment requests. Also covers procedures for completing test claims and steps for locating formulary alternatives. Prerequisites: CSR139.

CSR156*  2 Credits
Retail Pharmacy Procedures
Practical application of retail pharmacy customer care procedures. Includes procedures for accessing accounts, responding to eligibility issues, and completing customer requests. Also covers billing and payment procedures as well as the provision of non-technical web support. Prerequisites: CSR139.

CSR157*  2 Credits
Mail Order Pharmacy Procedures
Practical application of mail order pharmacy customer care procedures. Includes procedures for managing billing and payment inquiries as well as order status processes. Prerequisites: CSR156.

CSR158*  2 Credits
Pharmacy Support Services
Overview of a pharmacy support representative's duties. Includes techniques for addressing electronic communication and formatting standards. Covers claims service including codes, rejections, overrides, and search methods, as well as coordinating benefits. Usage of various pharmaceutical's computer programs emphasized. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSR159*</td>
<td>1 Credit</td>
<td>Motor Vehicle Fraudulent Documents</td>
<td>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.</td>
</tr>
<tr>
<td>CSR169*</td>
<td>2 Credits</td>
<td>Specialty Pharmaceuticals I</td>
<td>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.</td>
</tr>
<tr>
<td>CSR170*</td>
<td>2 Credits</td>
<td>Specialty Pharmaceuticals II</td>
<td>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.</td>
</tr>
<tr>
<td>CSR195*</td>
<td>2 Credits</td>
<td>Customer Service Representative Sales and Marketing</td>
<td>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.</td>
</tr>
<tr>
<td>CSR197*</td>
<td>2 Credits</td>
<td>Customer Service Representative Business Practices</td>
<td>Introduction to business practices for the customer service representative. Includes organization types and structures as well as essential business communication techniques and foundational skills. Also covers professional telephone techniques. Prerequisites: None.</td>
</tr>
<tr>
<td>CSR200*</td>
<td>3 Credits</td>
<td>Automobile Representative Customer Services</td>
<td>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.</td>
</tr>
<tr>
<td>CSR207*</td>
<td>3 Credits</td>
<td>Automobile Policy Adjustment</td>
<td>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.</td>
</tr>
<tr>
<td>CSR208*</td>
<td>3 Credits</td>
<td>Automobile Insurance Operations I</td>
<td>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.</td>
</tr>
<tr>
<td>CSR213*</td>
<td>2 Credits</td>
<td>Automobile Insurance Operations II</td>
<td>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.</td>
</tr>
<tr>
<td>CSR214*</td>
<td>1 Credit</td>
<td>Automobile Insurance Operations Lab</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

CSR215*  1 Credit
Digital Telephone Customer Service
Digital telephone customer service provisions. Emphasis on the establishment and alteration of digital phone service. Covers phone number assignation, ancillary service provision, and public directory phone number listing information. Prerequisites: None.

CSR216*  2 Credits
Healthcare Claims Processing I
Overview of healthcare claims processing applications. Emphasis on use of a healthcare claims processing system. Includes quality review procedures and responsibilities. Prerequisites: None. Corequisites: CSR217 and CSR218.

CSR217*  3 Credits
Healthcare Claims Processing II
Procedures for using Alchemy system and electronic data entry procedures for pend report resolution. Includes claim component edits as well as resolution guidelines. Prerequisites: None. Corequisites: CSR216 and CSR218.

CSR218*  3 Credits
Healthcare Claims Processing III
Procedures for completing benefits and contracts requirements. Includes prior authorization guidelines and procedures as well as claim splitting. iHealth components and claim adjustments and reversals also covered. Prerequisites: None. Corequisites: CSR216 and CSR217.

CSR219*  1 Credit
Disconnects and Transfers
Procedures for completing disconnects and transfers of service using the Integrated Communications Operations Management System. Includes restrictions, documentation, and scheduling issues. Prerequisites: None.

CSR224*  1 Credit
Communications Industry Billing Practices
Provision of billing services to digital telecommunications industry customers. Covers database billing issues, billing policy concerns, payment acceptance, and adjustments processing. Prerequisites: None.

CSR225*  2 Credits
Digital Telecommunications Customer Service
Principles for the provision of digital telecommunications industry customer service. Emphasis upon the initiation of services to customers. Covers deposit collection, credit check performance, and Internet connection procedures. Includes digital television upgrade and pay-per-view provision information. Prerequisites: None.

CSR226*  1 Credit
Digital Telecommunications Customer Interaction
Digital telecommunications industry customer service communication techniques. Emphasis on active listening and questioning strategies in the identification of digital telecommunications customer needs. Covers negotiation and customer valuation techniques. Prerequisites: None.

CSR228*  2 Credits
Telecommunications Database Navigation
Telecommunications database navigation procedures. Emphasis on the documentation of customer service activities in a telecommunications database. Covers code and notation interpretation, function key usage, service call scheduling, and work order data entry. Prerequisites: None.

CSR232*  3 Credits
Auto Insurance and Claims Overview
Overview of auto insurance coverage, including claims and claims handling. Emphasis on liability, uninsured and underinsured motorist, medical and physical damage. Prerequisites: None.

CSR233*  3 Credits
Auto Damage Appraisal
Overview of various components of the automobile. Emphasis on types of damage that may require a claims report. Covers appraisal process, total losses, and vehicle design platforms. Prerequisites: None.

CSR242*  2 Credits
Auto Insurance Loss Reports
Automobile insurance loss reports. Determination of fault and claims processing emphasized. Various types of damage covered as well as claim correspondence and compliance policies. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**CSR243***  2 Credits
**Auto Insurance Loss Reports Lab**  
Practical application of processing of automobile insurance accident and loss reports. Emphasis on customer service while processing claims reports. Usage of computerized insurance system included. Prerequisites: CSR242.

**CSR247***  3 Credits
**Auto Insurance Policies**  
Overview of insurance policies and servicing procedures. Includes lifecycle of a policy and the procedures for accessing system tools. Also covers policy features, deductibles, and endorsements as well as procedures for handling exclusions and proof of insurance. Prerequisites: None.

**CSR248***  3 Credits
**Auto Insurance Procedures**  
Procedures and techniques for providing account customer service. Includes cancellations, reinstatements, and renewal. Also covers manual rate and special renewal procedures. Prerequisites: None.

**CSR249***  3 Credits
**Auto Insurance Quotes and Accounting**  
Procedures for providing auto insurance quotes and completing account billings and payments. Covers tools for investigating rate changes as well as procedures for modifying account vehicles and driver information. Also includes account research and customer response techniques. Prerequisites: None.

**CSR260***  2 Credits
**Introduction to Insurance Direct Sales**  
History and purpose of the Direct Sales Unit (DSU) in the insurance industry. Includes roles and responsibilities of representatives as well as tools for assisting customers. Also covers comparison of auto and residential insurance products available to customers in addition to procedures for completing customer calls. Prerequisites: None.

**CSR261***  2 Credits
**Insurance Direct Sales Policy Services**  
Procedures for servicing policies. Includes binding and application processes in addition to procedures for communicating with Field Inspection Underwriters (FIU). Also covers membership transfers and guidelines for handling new and cancelled accounts. Prerequisites: None.

**CSR262***  2 Credits
**Insurance Direct Sales Quotes**  
Guidelines and procedures for generating insurance quotes. Covers automobile, homeowner, motorcycle, and boat in addition to earthquake and flood policies. Also covers guidelines for handling rental properties. Prerequisites: None.

**CSR263***  2 Credits
**Insurance Direct Sales Lab**  
Practical application of procedures for servicing insurance policies. Includes quote and application processes in addition to communicating with Field Inspection Underwriters (FIU). Also covers memberships transfers and procedures for servicing cancelled policies as well as rewrites. Prerequisites: CSR260, CSR261, and CSR262.

**CSR265***  2 Credits
**Introduction to Home Insurance Servicing**  
Introduction to home insurance servicing policies and procedures. Includes coverages and products as well as endorsements and types of perils. Also covers policy variations, payments, and cancellation. Prerequisites: None.

**CSR267***  2 Credits
**Home Insurance Account Servicing**  
Procedures for servicing home insurance accounts including policy research. Also covers endorsement issues and restrictions as well as procedures for completing policy updates. Prerequisites: None.

**CSR269***  2 Credits
**Home Insurance Servicing Lab**  
Practical application of home insurance policy servicing procedures. Includes procedures for making policy changes as well as researching and responding to billing and premium questions. Also covers strategies for handling cancellation calls and use of retention strategies. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Dental Assisting (Clinical)

Please note: The Clinical Dental Assisting courses are now found under Dental Assisting Education (DAE) courses.

Dental Assisting Education (DAE)

DAE112  7 Credits
Dental Assisting I
Introduction to general dentistry, dental sciences, and basic preclinical dental assisting theory and skills. Topics include dental anatomy, recording oral conditions, infection control, patient preparation, communication, patient safety and comfort, emergency management, four-handed dentistry concepts and the use and maintenance of dental equipment. Prerequisites: Acceptance into the Dental Assisting Program or permission of Program Director.

DAE156  7 Credits
Dental Assisting II
Intermediate dental assisting skills, with an emphasis in treatment provided in general dentistry, including an introduction to dental diseases and their prevention, and preparing for and assisting in general dental restorative procedures, including the use of local anesthetics, dental materials, and pharmacological agents for procedures. Introduction to ethics and the legal aspects of dental practices. Prerequisites: DAE112 or permission of Program Director.

DAE160*  1 Credit
Orientation to Clinical Dental Assisting
Overview of dentistry. Roles of the clinical dental assistant and team members covered. Education and licensure requirements, ethics and professional organizations also covered. State Board of Dental Examiners and dental assistant regulations reviewed. History of dentistry and services provided by general and specialty practices also included. Prerequisites: Clinical Dental Assisting Program Admission.

DAE162*  1 Credit
Introduction to Dental Office Management
Introduction to the operation and procedures of dental office management. Interpersonal communication techniques and psychological factors related to patient management emphasized. Systems for management of patient records, accounts receivable, insurance and fee collection, recall, supply inventory, and ordering covered. Overview of computers used in a dental office included. Prerequisites: DAE160 or permission of Instructor.

DAE166*  2 Credits
Infection Control and Hazard Communication
Introduction to infection control and hazard communication for the dental practice. Infection control mandates according to the Occupational Safety and Health Administration (OSHA), the American Dental Association (ADA), and the Center for Disease Control and Prevention (CDC) covered. Procedures related to infection control emphasized. Prerequisites: A grade of C or better in DAE162, or DAE164, or permission of Instructor.

DAE168*  3 Credits
Dental Anatomy and Pathology
Overview of human anatomy and pathology for the dental assistant. Structural organization and systems of the body covered. Identification of anatomy and landmarks of the head, neck, and orofacial structures emphasized. Dental pathology also covered. Prerequisites: A grade of C or better in DAE166 or permission of Instructor.

DAE170*  1 Credit
Dental Practice Emergencies and Patient Management
The role of the dental assistant in clinical patient management. Medical-dental health history interpretation. Obtaining and recording vital signs. Drug references, methods of administration, anesthetic, and patient prescriptions covered. Prevention techniques and management of emergencies in the dental environment. Management of the medically compromised also included. Prerequisites: A grade of C or better in DAE168 or permission of Instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

### DAE172*  3 Credits
**Dental Materials**
Identification and description of dental materials covered. Manipulation of restorative, impression, laboratory, and adjunct dental materials emphasized. Prerequisites: A grade of C or better in DAE168 or permission of Instructor.

### DAE212  2 Credits
**Dental Assisting III**
Advanced dental assisting skills, with an emphasis in assisting for dental specialty procedures, including pediatrics, endodontics, periodontics, orthodontics, prosthodontics, and oral and maxillofacial surgery. Additional emphasis will be on expanded functions procedures performed by the dental assistant, as well as patient records management and pharmacology related to dental treatment procedures. Prerequisites: DAE156 or permission of Program Director.

### DAE230*  2 Credits
**Clinical Dental Assisting I**
Fundamental skills for clinical dental assisting. General dentistry office design, operation and maintenance of dental equipment, 4-handed delivery system, and dental instruments covered. New patient examination, prophylaxis, amalgam restoration, composite restoration, composite veneer, and tooth-whitening procedures. Placement of matrix band and wedge, and rubber dam. Role of dental assistant for patient procedures emphasized. Prerequisites: DAE172 or permission of Instructor.

### DAE232*  2 Credits
**Clinical Dental Assisting II**
Specialty and expanded skills for clinical dental assisting. Fixed prosthetics preparation and cementation, removable prosthetics, endodontics, periodontics, orthodontics, oral and maxillofacial surgeries. Placement of sealants, retraction cord, periodontal dressing, and provisional restorations. Removal of excess permanent cement. Prerequisites: DAE230 or permission of Instructor.

### DAE240  3 Credits
**Dental Radiographic Imaging**
Dental radiographic imaging. Diagnostic value of radiographs, image geometry, exposure techniques, processing of intra-oral and extra-oral radiographs covered. X-ray production, exposure factors, and image characteristics emphasized. Identification of image defects and corrective measures. Biological effects of x-radiation, radiation safety, digitized radiography, infection control procedures, and legal implications also covered. Prerequisites: Admission to the Clinical Dental Assisting Program or permission of Department or Division.

### DAE248*  1 Credit
**Clinical Dental Assistant Practicum**
Clinical dental assisting skills performance in a clinical laboratory. Safe work practices, infection control, dental radiography, chairside assisting, expanded dental assisting skills, patient management, dental materials manipulation, and dental laboratory skills emphasized. Operation and maintenance of dental equipment also covered. Prerequisites: DAE240 or permission of Instructor.

### DAE256  1.5 Credits
**Dental Assisting IV**
Advanced dental assisting sciences, with an emphasis in the recognition of oral pathologies, use of technology in dentistry, intermediate dental office management skills, and legal considerations for the practice of dentistry. Additional emphasis will be placed on coronal polishing and community oral health. Prerequisites: DAE212 or permission of Program Director.

### DAE285  2 Credits
**Clinical Dental Assisting Seminar**
Overview of special topics in clinical dental assisting. Clinical internship evaluation included. Covers expanded functions, legal responsibilities and liabilities. One hundred (100) hours of designated work required. Prerequisites: None. Corequisites: DAE290.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

DAE290  4 Credits
Internship for Clinical Dental Assistants
Perform clinical dental assisting skills within a dental practice setting. Practice safety and infection control, clinical and expanded dental assisting, patient management, laboratory skills, business assisting, equipment operation, and maintenance. Operate within practice standards, and record and evaluate internship experience. Two hundred (200) hours of designated work required. Prerequisites: Permission of Program Director. Corequisites: DAE285.

Dental Hygiene Education (DHE)

DHE110  3 Credits
Pharmacology
Study of the principles of pharmacology and drugs affecting dental treatment. Topics include drug interactions, oral manifestations, drugs used in dentistry and complementary medicine. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE112  3 Credits
Oral Pathology
Identification, classification, etiology, and treatment of lesions of the oral mucosa and atypical conditions of the oral cavity and supporting structures. Understanding of abnormal conditions to recognize the parameters of comprehensive dental hygiene care. Multi-media resources are used extensively for identification of oral lesions. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE115  2 Credits
Emergency Medicine
Introduction to recording and interpreting medical history. Additional topics include: recognition of signs and symptoms of medical emergencies, procedures and techniques introduced to prevent emergencies and management of emergency situations in the dental environment. Prerequisites: Admission to the Dental Hygiene Program.

DHE117  2 Credits
Dental Radiography
Physics of radiography, theory of radiation production, exposure techniques, radiation protection, film processing, mounting, and interpretation of radiography. Course activities include multi-media resources. Prerequisites: Admission to the Dental Hygiene Program or permission of Instructor.

DHE119  3 Credits
Head and Neck Anatomy
Study of the structures of the head and neck relevant to dental hygiene. Topics include: osteology, musculature, blood supply, glandular tissue, cranial nerves and routes of infection. Course activities include use of skulls, models and multi-media resources. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE120  6 Credits
Pre-Clinical Dental Hygiene
Introduction to the dental hygiene profession and the process of care. Infection control, patient assessment, preventive treatment and dental hygiene instrumentation are practiced. Students are introduced to self assessment skills and quality improvement. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE121  2 Credits
Dental Anatomy, Embryology and Histology
Includes the histology and embryology of oral tissues; developmental disturbances of the face, oral cavity, and related structures; tooth composition and morphology; eruption patterns and occlusal evaluation. Use of skulls, models and multi-media resources also covered. Prerequisites: Admission to the Dental Hygiene Program.

DHE125  1 Credit
Dental Radiography Laboratory
Radiation safety and infection control procedures for operator and patient. Film placement, exposure, development, mounting and evaluation of dental radiographs. Operation and maintenance of X-ray and processing equipment. Interpretation of radiographic findings. Prerequisites or Corequisites: (DHE117 and admission to the Dental Hygiene Program) or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

DHE127  3 Credits
Prevention of Dental Disease
Introduction of preventive concepts to help clients achieve control of oral disease and injury. Topics include etiologic agents, caries process, nutrition, fluorides, sealants and patient/client motivation techniques. Multi-media resources used extensively. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE132  3 Credits
Dental Hygiene Theory I
Study of the dental hygiene process of care with emphasis on assessment, planning and implementation. Topics include instrumentation, adjunct dental hygiene services, instrument sharpening, computer technology, dental specialties and professional accountability. Prerequisites: (DHE120 and admission to the Dental Hygiene Program) or permission of instructor. Corequisites: DHE133.

DHE133  3 Credits
Dental Hygiene Clinic I
Application of the dental hygiene process of care with emphasis on assessment, planning, and implementation. Introduction to evaluation of dental hygiene therapy. Prerequisites: DHE120 and admission to the Dental Hygiene Program. Corequisites: DHE132 and current CPR card.

DHE201  2 Credits
Dental Materials

DHE202  1 Credit
Dental Materials Laboratory
Manipulate permanent and temporary restorative materials, impression material, dental waxes, cements, periodontal dressings, bases and liners. Fabricate mouth protectors, study models, and custom impression trays. Laboratory proficiency in margination of permanent restorative materials. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor. Corequisite: DHE201.

DHE212  2 Credits
Dental Hygiene Theory II
Study of the dental hygiene process of care with emphasis on comprehensive care planning, case presentation, and clinical decision making. Introduction to advanced periodontal instrumentation. Prerequisites: DHE132 and DHE133 and admission to the Dental Hygiene Program. Corequisites: DHE213.

DHE213  5 Credits
Dental Hygiene Clinic II
Application of the dental hygiene process of care with emphasis on comprehensive care planning, case presentation, clinical decision making, advanced instrumentation and improved time utilization. Prerequisites: DHE132 and DHE133 and admission to the Dental Hygiene Program. Corequisites: DHE212.

DHE219  2 Credits
Practice Management
Integration of practice management concepts and comprehensive quality patient care in preparation for future collaborative practice between dental hygienists and dentists. Students are challenged with practice situations including productivity, conflict management, ethical and legal issues. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE225  3 Credits
Periodontics
Principles of periodontology; etiology, microbiology, 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  1 Credit
Dental Anesthesia
A comprehensive lecture and laboratory course providing concepts and techniques for the administration of local anesthetic agents and nitrous oxide. Experience gained in medical history review, record keeping, patient management and hands-on experience administering local anesthetics and nitrous oxide in a clinical setting. Prerequisites: DHE119 and current CPR certification.
Course Descriptions

DHE229  3 Credits
Community Oral Health
An examination of methods used to assess the oral health status of the community and to plan, implement, finance and evaluate dental public health programs. Focus on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system. Prerequisites: Admission to the Dental Hygiene Program or permission of instructor.

DHE232  2 Credits
Dental Hygiene Theory III
Study of the dental hygiene process of care with emphasis on the patient with special needs and advanced instrumentation. Students participate in field observations and present case documentations. Prerequisites: (DHE212 and DHE213), and admissions to the Dental Hygiene Program. Corequisites: DHE233.

DHE233  5 Credits
Dental Hygiene Clinic III
Application of the dental hygiene process of care with emphasis on diverse populations. Students prepare for clinical practice using self assessment, evaluation and critical thinking skills. Prerequisites: (DHE212 and DHE213), and admission to the Dental Hygiene Program. Corequisites: DHE232.

ECH190  3 Credits
Emergent Language and Literacy
Analyzing, assessing, and enhancing language and literacy development for the young child. Prerequisites: None.

ECH236  1 Credit
Learning Materials for Young Children
Design aspects of traditional early childhood play materials examined for teaching/learning potential. Includes design, production, and field-testing of teacher-made devices. Prerequisites: None.

ECH253  3 Credits
National Credential Portfolio Development
Portfolio or resource file development, completion, and presentation. Self-assessment and credentialing planning, professional development, writing, and critical learning included. Prerequisites: Permission of Program Director.

ECH270  1 Credit
Observing Young Children
Introduction to techniques of observing young children. Recording methods, interpretation and use of collected information including legal and ethical implications. Prerequisites: None.

ECH271  1 Credit
Arranging the Environment
Exploration of the influence of the environment on the behavior of young children. Indoor and outdoor spaces considered and analysis of environments practiced. Prerequisites: None.

ECH280  1 Credit
Food Experiences with Young Children
A discussion of the nutritional needs of young children and the cultural and social meanings of foods, feeding and eating. Includes planning and managing food experiences in home and group settings. Prerequisites: None.

ECH282  1 Credit
Discipline/Guidance of Child Groups
Exploration of techniques for guiding children in groups with focus on individual child and adult needs for a disciplined environment. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

**ECH287* 1 Credit**  
**Professional Development in Early Childhood Education**  
Emerging professionalism within the field of early childhood education. Consideration of job responsibilities, rewards, ethics and current issues facing practitioners. Includes assessment and career planning. Prerequisites: None.

## Early Education (EED)

**EED200 3 Credits**  
**Foundations of Early Childhood Education**  
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: None. Course Notes: EED200 requires a minimum of 30 hours of field experience in birth to age eight environments.

**EED205 3 Credits**  
**The Developing Child: Prenatal to Age Eight**  
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Includes practical application and fieldwork experience. Prerequisites: None.

**EED210 3 Credits**  
**Creative and Cognitive Play**  
Benefits of play for children birth to 8 years of age. Inclusion of art, music, and movement used in all dimensions of play. Identify uses and roles in the development of children. Prerequisites: CFS/ECH176, or CFS235, or EED205.

**EED212 3 Credits**  
**Guidance, Management and the Environment**  
Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: None.

**EED215 3 Credits**  
**Early Learning: Health, Safety, Nutrition and Fitness**  
Consideration of public health issues and safety procedures within early childhood settings, serving young children birth to age eight. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes field experiences. Prerequisites: None.

**EED220 3 Credits**  
**Child, Family, Community and Culture**  
Examines family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: None.

**EED222 3 Credits**  
**Introduction to the Exceptional Young Child: Birth to Age Eight**  
Overview of the exceptional learner (birth - age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes field experience. Prerequisites: None.

**EED245 3 Credits**  
**Early Learning: Language Acquisition and Literacy Development**  
Overview of language acquisition and development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children's books. Prerequisites: None.

**EED255 3 Credits**  
**Portfolio Development and Writing for the Profession**  
Portfolio development, completion, and presentation. Self-assessment and educational short-term and long-term planning, professional development, writing and critical learning included. Prerequisites: Completion of twelve (12) credit hours of EED coursework and permission of Program Coordinator.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EED260  1 Credit
Early Childhood Infant/Toddler Internship
Work experience with infants and toddlers in early care and education settings. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: EED260 may be repeated for a total of six (6) credit hours.

EED261  1 Credit
Early Childhood Preschool Internship
Work experience with preschoolers in early care and education settings. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: EED261 may be repeated for a total of six (6) credit hours.

EED270  3 Credits
Early Learning Development: Birth to Age Eight
Teaching and early learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to early learning for the young child, birth to age eight. Prerequisites: CFS/ECH176, or CFS205, or CFS235, or EED205, or permission of instructor.

EED272  3 Credits
Early Childhood Educational Psychology
Focus on the study and application of psychological principles, theories, and methodologies related to early childhood teaching and learning. Emphasis on early childhood developmental, learning, and motivational theories. Current trends also covered. Prerequisites: None.

EED277  3 Credits
Early Learning Curriculum and Instruction: Language Arts, Social Studies, Art, Music and Movement
Overview and practical application of teaching language arts, social studies, art, music and movement to typical and atypical toddlers, preschoolers, and students K-3. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of National Association for the Education of Young Children Standards, Early Learning Standards, Arizona Academic Standards (K-3), and State Board of Education Professional Teaching Standards. Prerequisites: CFS/ECH176 or EED205. Course Notes: EED277 requires an approved field experience.

EED278  3 Credits
Early Learning: Curriculum and Instruction – Birth/Preschool
Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through five years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes field experience. Prerequisites: EED200.

EED280  3 Credits
Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight
Standards, observation, and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children (birth to age eight). Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: CFS/ECH176, or CFS235, or EED205.

Early Education Professions (EEP)

EEP218  1 Credit
Early Learning: Health and Nutrition
Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes field experiences. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

EEP224  3 Credits
Child Development: Prenatal to Age Eight
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in typical and atypical young children. Includes practical application and fieldwork experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EEP240  3 Credits
Early Childhood Foundations
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Includes field experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP242  3 Credits
Early Childhood Guidance and Management
Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of typical and atypical young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP244  3 Credits
Early Childhood Introduction to the Exceptional Young Child
Overview of the exceptional learner (birth to age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes field experience. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP246  3 Credits
Early Childhood Culture, Community, Family and the Child
Examines family, community, and cultural influences on development of the young child birth to third grade. Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP250  3 Credits
Early Childhood Language and Literacy Development
Overview of language development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children’s books. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EEP255  3 Credits
Portfolio Development
Portfolio development, completion, and presentation. Self-assessment and educational short-term and long-term planning, professional development, writing and critical learning included. Prerequisites: Completion of twelve (12) credit hours of EEP coursework and permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EEP260  3 Credits
Early Childhood Curriculum and Methods of Math - Birth to Age Eight
Overview and practical application of teaching math concepts to toddlers, preschoolers, and students Kindergarten through third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards (K-3), State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP260 requires an approved school-based practicum.

EEP262  2 Credits
Early Childhood Curriculum and Methods of Science - Birth to Age Eight
Overview and practical application of teaching science concepts to toddlers, preschoolers, and students Kindergarten and third grade (K-3). Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards K-3, State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP262 requires an approved field experience.

EEP264  1 Credit
Early Childhood Curriculum and Methods of Social Studies - Birth to Age Eight
Overview and practical application of teaching social studies to toddlers, preschoolers, and students K-3. Covers teaching strategies, learning environments, and teaching resources. Emphasis on overview and practical application of Early Learning Standards, Arizona Academic Standards Kindergarten through third grade (K-3). Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program. Course Notes: EEP264 requires an approved field experience.

EEP266  1 Credit
Early Childhood Curriculum and Methods in Language Arts - Birth to Age Eight
Overview and practical application of teaching Language Arts concepts to toddlers, preschoolers, and students in Kindergarten through third grade (K-3). Covers communication skills of reading, writing, listening and speaking, interpreting visual messages and creating visual messages. Emphasis on overview and practical application of Early Learning Standards, Arizona Language Arts Standards (K-3), and State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

EEP268  1 Credit
Early Childhood Curriculum and Methods in The Arts - Birth to Age Eight
Exploration of fine arts integration, birth to age 8, in early childhood settings. Focus on the impact on life-long learning and education goal achievement when curriculum includes fine arts. Arizona art standards of dance, visual, theater and music also covered. Prerequisites: Baccalaureate Degree and formal admission to a post-baccalaureate early childhood teacher preparation program.

EEP276  3 Credits
Standards, Observation and Assessment of Typical and Atypical Behaviors Birth to Age Eight
Observation and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children birth to age eight. Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: EEP260, EEP262, EEP264, EEP266, EEP268 and Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EEP279  4 Credits
Early Childhood Elementary Methods: K-3
Overview and practical application of teaching elementary science, math and social studies. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a post-baccalaureate early childhood teacher preparation program. Course Notes: EEP279 requires an approved field experience.

EEP282  4 Credits
Foundations, Guidance, and Management in the Early Childhood Environment
Overview of early childhood education in American society, including current issues and responsibilities. Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age five. Includes field experience. Prerequisites: Baccalaureate Degree from a regionally accredited institution.

EEP285  4 Credits
Curriculum, Instruction, Standards, Observation and Assessment in Early Education
Considerations and evaluations of curriculum appropriate to the developmental characteristics of learners, birth through eight years. Includes how early childhood standards, philosophies, and program settings relate to the teaching, learning, and assessment process. Includes overview and practical application of Early Learning Standards, Arizona Academic Standards (K-3), observation techniques and assessment methodologies. Includes field experience. Prerequisites: EEP282, EEP283, and EEP284.

EEP288  4 Credits
Student Teaching Lab - Early Childhood
Supervised (K-3) student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276) and permission of Department or Division.

EEP289  4 Credits
Internship: Early Childhood Infant, Toddler, Preschool
Supervised field experience with infants, toddlers and/or preschoolers in early care and education settings. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate early childhood teacher preparation program and (EDU220, EDU251, EEP240, EEP242, EEP244, EEP246, and EEP276) and permission of Department or Division.

EEP290  4 Credits
Early Learning Environment: Foundations, Guidance and Management
Overview of early childhood education in American society, including current issues and responsibilities. Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age five. Includes field experience. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

EEP291  4 Credits
Early Learning: Development and the Exceptional Young Child
Teaching and early learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to early learning. Includes overview of the exceptional learner (birth - age 5), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Includes field experience. Prerequisites: Must hold an Elementary or Special Education provisional or standard teaching certificate.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Economics (ECN)

ECN211  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.

ECN2201  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.

EDU204  3 Credits
Fine Arts in Educational Settings
Exploration of fine arts integration in the K-12 classroom setting. Focus on the impact of lifelong learning and education goal achievement when curriculum includes fine arts. Arizona art standards of dance, visual, theatre and music also covered. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

EDU207  3 Credits
Teaching Adolescents
Focuses on understanding adolescents’ development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU207 requires an approved field experience.

EDU208  1 Credit
Introduction to Structured English Immersion
Emphasis on understanding English Language Learners (ELL) in the mainstream classroom. Brief history, culture, theory, methods, and an introduction to both the English Language Proficiency (ELP) standards and the state-mandated English language proficiency assessment test covered. Includes review of alternative methods of assessment. Prerequisites: None.

EDU209AA  3 Credits
Teaching Students with Emotional Disabilities
Investigation into the characteristics of and teaching strategies for students with emotional disabilities. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AA requires an approved field experience.

EDU209AB  3 Credits
Teaching Students with Learning Disabilities
Investigation into the characteristics of and teaching strategies for students with learning disabilities. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AB requires an approved field experience.

EDU209AC  3 Credits
Teaching Students with Mild and Moderate Intellectual Disabilities
Investigation into the characteristics of and teaching strategies for students with mild and moderate intellectual development disability. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AC requires an approved field experience.

EDU209AD  3 Credits
Teaching Students with Physical and Other Health Impairments
Investigation into the characteristics of and teaching strategies for students with physical and other health impairments. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU222. Course Notes: EDU209AD requires an approved field experience.

* Courses offered through an Educational Partnership and Customized Training program only.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU209AF</td>
<td>3</td>
<td>Assessment and Eligibility of Exceptional Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A basic overview of eligibility requirements for special services of students with disabilities, as well as investigation into the concepts, laws, issues, and procedures that relate to the formal and informal assessment of students with disabilities. Covers educational achievement tests and standardized diagnostic tests for students with disabilities as well as intelligence and adaptive behavior measurements. Prerequisites: Formal admission to an undergraduate teacher preparation program and EDU219. Course Notes: EDU209AF requires an approved field experience.</td>
</tr>
<tr>
<td>EDU215</td>
<td>1</td>
<td>Methods and Curriculum Development in Secondary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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: EDU215 requires an approved field experience.</td>
</tr>
<tr>
<td>EDU215AA</td>
<td>2</td>
<td>Methods and Curriculum Development in Secondary Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview and practical application of social studies teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal acceptance of formal application into an undergraduate teacher preparation program or permission of Department or Division. Course Notes: EDU215AA requires an approved field experience.</td>
</tr>
<tr>
<td>EDU215AB</td>
<td>2</td>
<td>Methods and Curriculum Development in Secondary Mathematics</td>
</tr>
<tr>
<td></td>
<td></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. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU215AB requires an approved field experience.</td>
</tr>
<tr>
<td>EDU215AC</td>
<td>2</td>
<td>Methods and Curriculum Development in Secondary Science</td>
</tr>
<tr>
<td></td>
<td></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. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU215AC requires an approved field experience.</td>
</tr>
<tr>
<td>EDU215AD</td>
<td>2</td>
<td>Methods and Curriculum Development in Secondary English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview and practical application of English teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU215AD requires an approved field experience.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU215AE</td>
<td>2</td>
<td>Methods and Curriculum Development in Secondary Education - Special Topics</td>
<td>Overview and practical application of teaching methodology and curriculum development for secondary teachers in special topics such as Music, Theater, Economics, Foreign Languages, Computers, PE, etc. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Prerequisites: Formal admission to an undergraduate teacher preparation program. Prerequisites or Corequisites: EDU215. Course Notes: EDU215AE requires an approved field experience.</td>
</tr>
<tr>
<td>EDU217</td>
<td>3</td>
<td>Methods for the Structured English Immersion (SEI)/ESL Student</td>
<td>Methods of planning, developing, and analyzing lesson plans in all content areas to meet English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development and evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state-mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU220 or EPD220 or EDU225). Course Notes: EDU217 requires an approved field experience. EDU217 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education. Designed for undergraduate students.</td>
</tr>
<tr>
<td>EDU219</td>
<td>3</td>
<td>Special Education Techniques and Methods</td>
<td>School-based experiences relating to the understanding of and teaching strategies for exceptional learners with mild/moderate mental retardation, learning disabilities, emotional disabilities, physical disabilities and/or other health related impairments. Provides opportunities for students to apply learning in the classroom. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU209AA, EDU209AB, EDU209AC and EDU209AD) and EDU222. Course Notes: EDU219 requires an approved field experience.</td>
</tr>
<tr>
<td>EDU220</td>
<td>3</td>
<td>Introduction to Serving English Language Learners (ELL)</td>
<td>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.</td>
</tr>
<tr>
<td>EDU221</td>
<td>3</td>
<td>Introduction to Education</td>
<td>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.</td>
</tr>
<tr>
<td>EDU222</td>
<td>3</td>
<td>Introduction to the Exceptional Learner</td>
<td>Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, intellectually disabled, and gifted students. Prerequisites: None. Course Notes: EDU222 requires an approved field experience.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU223AA  3 Credits
**Emotional Disabilities in the Classroom**
Investigation into the characteristics of and teaching strategies for students with emotional disabilities. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with emotional disabilities. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AA requires an approved field experience.

EDU223AB  3 Credits
**Learning Disabilities in the Classroom**
Investigation into the characteristics of and teaching strategies for students with learning disabilities. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with learning disabilities. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AB requires an approved field experience.

EDU223AC  3 Credits
**Mild and Moderate Intellectual Disability in the Classroom**
Investigation into the characteristics of and teaching strategies for students with mild and moderate intellectual disability. Emphasis on Professional Teaching Standards. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AC requires an approved field experience.

EDU223AD  3 Credits
**Physical and Other Health Impairments in the Classroom**
Investigation into the characteristics of and teaching strategies for students with physical and other health impairments. Emphasis on Professional Teaching Standards. Includes current research findings related to teaching students with physical and other health impairments. Prerequisites: Baccalaureate Degree, and formal admission to a state approved post-baccalaureate teacher preparation program, and EDU222. Course Notes: EDU223AD requires an approved field experience.

EDU223AF  3 Credits
**Assessment and Eligibility in Special Education**
A basic overview of eligibility requirements for special services of students with disabilities, as well as investigation into the concepts, laws, issues, and procedures that relate to the formal and informal assessment of students with disabilities. Covers educational achievement tests and standardized diagnostic tests for students with disabilities as well as intelligence and adaptive behavior measurements. Includes current research findings related to assessing students with special needs. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and EDU226. Course Notes: EDU223AF requires an approved field experience.

EDU224  3 Credits
**Brain Development and Learning**
Teaching and learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to learning. Emphasis on current neuroscientific brain research and how it impacts teaching practice in preK-12 classrooms. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.

EDU226  3 Credits
**Methods in Special Education**
School-based experiences relating to the understanding of and teaching strategies for exceptional learners with mild/moderate intellectual developmental disability, learning disabilities, emotional disabilities, physical disabilities and/or other health related impairments. Provides opportunities for students to apply learning in the classroom. Includes current research findings related to the application and learning in Special Education methods. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and EDU222 and (EDU223AA, EDU223AB, EDU223AC, and EDU223AD). Course Notes: EDU226 requires an approved field experience.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU227  3 Credits  
Social Studies Techniques and Methods  
Overview of teaching elementary social studies. Topics include lesson plans preparation, teaching strategies, assessments, classroom management techniques and teaching resources. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU227 requires an approved field experience.

EDU228AA  3 Credits  
Reading and Decoding: Elementary  
Focus on the theories, methods and models of the teaching and learning processes of reading in the elementary grades. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division. Course Notes: EDU228AA requires an approved field experience. EDU228AA is intended for students in an undergraduate partnership program.

EDU228AB  3 Credits  
Reading and Decoding: Secondary  
Focus on the theories, methods and models of teaching literacy and decoding in the content areas of secondary grades. Prerequisites: Formal admission to the undergraduate teacher certification program. Course Notes: EDU228AB is intended for students in an undergraduate partnership program.

EDU228AC  3 Credits  
Reading and Decoding: Phonics Based  
Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis on methods mandated by Arizona legislation. Covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division. Course Notes: EDU228AC requires an approved field experience. EDU228AC is intended for students in an undergraduate partnership program.

EDU229  3 Credits  
Science Techniques and Methods  
Overview and practical application of teaching elementary science. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Professional Teaching Standards. Prerequisites: Formal admission to an undergraduate teacher preparation program. Course Notes: EDU229 requires an approved field experience.

EDU230  3 Credits  
Cultural Diversity in Education  
Examination of the relationship of cultural values to the formation of self-concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on teacher preparation (preservice and/or inservice) to offer an equal educational opportunity to students of all cultural groups. Prerequisites: None.

EDU231  3 Credits  
Mathematics Techniques and Methods  

EDU232  3 Credits  
Serving K-12 English Language Learners (ELL)  
Rationale and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Includes current research findings related to teaching English language learners. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU232 requires an approved field experience. EDU232 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU234  2 Credits
Role and Function of the Paraprofessional
Overview and understanding of the role and responsibilities of the Paraprofessional K-12 classroom. Covers appropriate strategies related to student interaction and communication, tutoring techniques, and leadership role in the classroom. Recognition of children with special needs and delivery of teacher identified support also included. Prerequisites: None.

EDU235  3 Credits
The Exceptional Learner
Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Includes current research findings related to teaching exceptional learners. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU235 requires an approved field experience.

EDU241  2 Credits
Special Education: Language Development and Disorders
Language development and language acquisition of typical children and children with disabilities. Includes language characteristics of children with a variety of disabilities and the creation of enhanced learning experiences in the classroom. Covers the referral process, as well as augmentative and alternative communication tools. Also compares Language Disorders and Language Differences. Prerequisites: Formal admission to an undergraduate teacher preparation program or permission of Department or Division.

EDU242  2 Credits
Language Developmental and Disorders
Language development and language acquisition of typical children and children with disabilities. Includes language characteristics of children with a variety of disabilities and the creation of enhanced learning experiences in the classroom. Covers the referral process, as well as augmentative and alternative communication tools. Also compares Language Disorders and Language Differences. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program or permission of Department or Division.

EDU243  1 Credit
Effective Collaboration and Communication Practices in Special Education
Principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for individuals with exceptionalities and their families. Includes critical interpersonal communication strategies and tools for working with diverse groups of people in addition to the benefits of collaboration as well as the challenges that educators currently face. Prerequisites: Formal admission to an undergraduate teacher preparation program or permission of Department or Division.

EDU244  1 Credit
Special Education Collaboration and Communication Practices
Principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for individuals with exceptionalities and their families. Includes critical interpersonal communication strategies and tools for working with diverse groups of people in addition to the benefits of collaboration as well as the challenges that educators currently face. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program or permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

### EDU250  3 Credits
**Teaching and Learning in the Community College**
The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.

### EDU251  3 Credits
**Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL)**
Methods of planning, developing, and analyzing lesson plans in all content areas using English Language Learners (ELL) Standards. Emphasis on components of curriculum content, teaching strategies, development/evaluation/adaptation of teaching materials, and the role of culture in learning. Examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. Covers multiple assessment techniques, tracking of student progress using the state mandated English language proficiency assessment, and use of assessment results for placement and accommodation. Includes current research findings related to teaching English language learners. Prerequisites: Baccalaureate Degree and formal acceptance to a state approved post-baccalaureate teacher preparation program and (EDU220 or EPD220 or EDU225 or permission of Department or Division). Course Notes: EDU251 requires an approved field experience. EDU251 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education.

### EDU253  3 Credits
**Analyzing Behavior and Managing the Classroom**
Analyzing behavior and classroom management techniques. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles covered. Professional Teaching Standards emphasized. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division. Course Notes: EDU253 requires an approved field experience. EDU253 is intended for students in an undergraduate partnership university transfer to a Bachelor of Education.

### EDU255AB  4 Credits
**Intern Certificate Student Teaching Lab – Elementary Education**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AA and a minimum of 50% successful completion of all designated, required course work.

### EDU255AC  2 Credits
**Intern Certificate Student Teaching Lab – Elementary Education I**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

### EDU255AD  2 Credits
**Intern Certificate Student Teaching Lab – Elementary Education II**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AC and a minimum of 25% successful completion of all designated, required course work.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU255AE  2 Credits
Intern Certificate Student Teaching Lab – Elementary Education III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AD and a minimum of 50% successful completion of all designated, required course work.

EDU255AF  2 Credits
Intern Certificate Student Teaching Lab – Elementary Education IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU255AE and a minimum of 75% successful completion of all designated, required course work.

EDU256AB  4 Credits
Intern Certificate Student Teaching Lab – Secondary Education
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AA and a minimum of 50% successful completion of all designated, required course work.

EDU256AC  2 Credits
Intern Certificate Student Teaching Lab – Secondary Education I
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EDU256AD  2 Credits
Intern Certificate Student Teaching Lab – Secondary Education II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AC and a minimum of 25% successful completion of all designated, required course work.

EDU256AE  2 Credits
Intern Certificate Student Teaching Lab – Secondary Education III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AD and a minimum of 50% successful completion of all designated, required course work.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU256AF  2 Credits
Intern Certificate Student Teaching Lab – Secondary Education IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU256AE and a minimum of 75% successful completion of all designated, required course work.

EDU257AB  4 Credits
Intern Certificate Student Teaching Lab – Special Education
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AA and a minimum of 50% successful completion of all designated, required course work.

EDU257AC  2 Credits
Intern Certificate Student Teaching Lab – Special Education I
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EDU257AD  2 Credits
Intern Certificate Student Teaching Lab – Special Education II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AC and a minimum of 25% successful completion of all designated, required course work.

EDU257AE  2 Credits
Intern Certificate Student Teaching Lab – Special Education III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AD and a minimum of 50% successful completion of all designated, required course work.

EDU257AF  2 Credits
Intern Certificate Student Teaching Lab – Special Education IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EDU257AE and a minimum of 75% successful completion of all designated, required course work.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU260AA 4 Credits
Art Methods and Curriculum Development for Elementary
Overview and practical application of teaching elementary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU260AA requires an approved field experience.

EDU260AB 4 Credits
Art Methods and Curriculum Development for Secondary
Overview and practical application of teaching secondary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU260AB requires an approved field experience.

EDU261AA 4 Credits
Dance Methods and Curriculum Development for Elementary
Overview and practical application of teaching elementary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU261AA requires an approved field experience.

EDU261AB 4 Credits
Dance Methods and Curriculum Development for Secondary
Overview and practical application of teaching secondary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU261AB requires an approved field experience.

EDU262AA 4 Credits
Dramatic Arts Methods and Curriculum Development for Elementary
Overview and practical application of teaching elementary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU262AA requires an approved field experience.

EDU262AB 4 Credits
Dramatic Arts Methods and Curriculum Development for Secondary
Overview and practical application of teaching secondary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU262AB requires an approved field experience.

EDU263AA 4 Credits
Music Methods and Curriculum Development for Elementary
Overview and practical application of teaching elementary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU263AA requires an approved field experience.

EDU263AB 4 Credits
Music Methods and Curriculum Development for Secondary
Overview and practical application of teaching secondary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU263AB requires an approved field experience.

*Courses offered through an Educational Partnership and Customized Training program only.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU270</td>
<td>3</td>
<td>Learning and the Brain</td>
<td>Teaching and learning issues within a cognitive processes context. Covers emotion, memory, and recall as well as early brain development and its relationship to learning. Emphasis on current neuroscientific brain research and how it impacts teaching practice in preK-12 classrooms. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.</td>
<td></td>
</tr>
<tr>
<td>EDU271</td>
<td>3</td>
<td>Phonics Based Reading and Decoding</td>
<td>Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Covers the history of written language, alphabetic reading, and writing systems, and implementation of effective methods for reading instruction. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU271 requires an approved field experience.</td>
<td></td>
</tr>
<tr>
<td>EDU272</td>
<td>3</td>
<td>Educational Psychology</td>
<td>Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Current trends also covered. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program and (PSY101 or permission of Instructor) or permission of Department or Division.</td>
<td></td>
</tr>
<tr>
<td>EDU274</td>
<td>3</td>
<td>Understanding Adolescent Behavior in the Classroom</td>
<td>Focuses on understanding adolescents' development including psychosocial, emotional, cognitive and physical. Covers impact of early experiences, relationships, and learning abilities. Establishment of a learning environment supportive of the adolescent emphasized. Includes current research findings related to adolescents. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU274 requires an approved field experience.</td>
<td></td>
</tr>
</tbody>
</table>

*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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU276</strong></td>
<td>3 Credits</td>
<td>Classroom Management and Behavior Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom management techniques, and behavior analysis. Classroom discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles covered. Professional Teaching Standards emphasized. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division. Course Notes: EDU276 requires an approved field experience.</td>
</tr>
</tbody>
</table>

| **EDU277AA** | 8 Credits | Elementary Student Teaching |
|             |         | Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU217, EDU227, EDU229, EDU231, EDU285AB and EDU287AB) and permission of Department or Division. |

| **EDU277AB** | 8 Credits | Secondary Student Teaching |
|             |         | Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU207, EDU215, EDU217, EDU285AB and EDU287AB) and permission of Department or Division. |

| **EDU277AC** | 8 Credits | Special Education: Cross-Categorical Student Teaching |
|             |         | Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program, and (EDU209AF, EDU219, EDU231, EDU285AB and EDU287AB) and permission of Department or Division. |

| **EDU278**  | 3 Credits | Educational Assessment and Evaluation |
|             |         | Examination of assessing student performance. Assessment criteria and development of various types of assessment covered. Instructor developed assessments emphasized. Standardized, norm-referenced and criterion-referenced tests also included. Arizona State Board of Education Professional Teaching Standards emphasized. Prerequisites: EDU272. |

| **EDU282AC*** | 3 Credits | Service-Learning Experience in Education |
|               |         | Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: EDU282AC may be repeated for a total of six (6) credit hours. Standard grading available according to procedures outlined in catalog. |

| **EDU284**  | 2 Credits | Dynamic Teaching in the Secondary School |
|             |         | Overview and practical application of teaching methodology for secondary education teachers. Teaching strategies for direct instruction, cooperative learning, problem-based instruction and experiential learning covered. Professional Teaching Standards emphasized. Includes current research findings related to secondary education teaching methods. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU284 requires an approved field experience. |

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU285</td>
<td>2</td>
<td>Education Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Permission of Department or Division. Course Notes: EDU285 may be repeated for a total of six (6) credit hours.</td>
</tr>
<tr>
<td>EDU285AA</td>
<td>1</td>
<td>Education Program Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of the teacher education program model, Teaching Standards and the Educator Assessments. Educational program policies and procedures emphasized. Includes basic skills assessment and fingerprinting regulations. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.</td>
</tr>
<tr>
<td>EDU285AB</td>
<td>1</td>
<td>Current Perspectives in Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU285AC</td>
<td>1</td>
<td>Education Perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU285AD</td>
<td>1</td>
<td>Seminar: Education Program Model</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of the teacher education program model, professional teaching standards, and teacher certification exams. Educational program policies and procedures emphasized. Includes basic skills assessment and fingerprinting regulations. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.</td>
</tr>
<tr>
<td>EDU287AA</td>
<td>1</td>
<td>Master Teacher Seminar I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Baccalaureate Degree and formal acceptance to a Maricopa Community College state approved post-baccalaureate teacher preparation program or permission of Department or Division.</td>
</tr>
<tr>
<td>EDU287AB</td>
<td>1</td>
<td>Master Teacher Seminar II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU287AC</td>
<td>1</td>
<td>Master Teacher Seminar III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU287AD</td>
<td>1</td>
<td>Master Teacher Seminar IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special topics in education with an emphasis on current issues not covered in education courses. Prerequisites: Formal acceptance to a Maricopa Community College undergraduate state approved teacher preparation program or permission of Department or Division.</td>
</tr>
<tr>
<td>EDU288AA</td>
<td>8</td>
<td>Student Teaching Lab - Elementary</td>
</tr>
<tr>
<td></td>
<td></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: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU251 and permission of Department or Division).</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EDU288AB  
8 Credits
Student Teaching Lab - Secondary
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU251 and permission of Department or Division.)

EDU288AC  
8 Credits
Special Education: Cross-Categorical - Lab
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and (EDU223AA, EDU223AB, EDU223AC, EDU223AD, EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EDU289  
1 Credit
Secondary Methods and Curriculum Development
Overview and practical application of teaching methodology and curriculum development for secondary education teachers. Teaching strategies, curriculum design, lesson objectives, time management skills, teaching resources and student assessments covered. Professional Teaching Standards emphasized. Includes current research findings related to secondary education methods and curriculum development. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: Upon completion of EDU289, students are required to enroll in one of the following courses: EDU289AA or EDU289AB or EDU289AC or EDU289AD or EDU289AE or EDU289AF.

EDU289AA  
2 Credits
Secondary Social Studies Methods and Curriculum Development
Overview and practical application of social studies teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary social studies content. Approved school-based practicum required. Prerequisites: Prerequisites: Baccalaureate Degree and acceptance of formal application into a state approved post-baccalaureate teacher preparation program or permission of Department or Division. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AA requires an approved school-based field experience.

EDU289AB  
2 Credits
Secondary Mathematics Methods and Curriculum Development
Overview and practical application of mathematics teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary mathematics content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AB requires an approved field experience.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDU289AC  2 Credits
Secondary Science Methods and Curriculum Development
Overview and practical application of science teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary science content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AC requires an approved field experience.

EDU289AD  2 Credits
Secondary English Methods and Curriculum Development
Overview and practical application of English teaching methodology and curriculum development for secondary teachers. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to the application and learning of secondary English content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AD requires an approved field experience.

EDU289AE  2 Credits
Secondary Methods and Curriculum Development in Special Topics
Overview and practical application of teaching methodology and curriculum development for secondary teachers in special topics such as Music, Theater, Art, Economics, Foreign Languages, Computers, PE, etc. Teaching strategies and learning styles covered. Curriculum design, lesson objectives, time management skills, teaching resources and student assessment also included. Professional Teaching Standards emphasized. Includes current research findings related to specific content teaching areas in Secondary Education. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Prerequisites or Corequisites: EDU289. Course Notes: EDU289AE requires an approved field experience.

EDU290  3 Credits
Science Methods and Curriculum Development
Overview and practical application of teaching elementary science. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Professional Teaching Standards. Includes current research findings related to the application and learning of elementary science content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU290 requires an approved field experience.

EDU291  3 Credits
Children’s Literature
Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**EDU293  3 Credits**  
**Mathematics Methods and Curriculum Development**  
Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, Professional Teaching Standards and National Council of Teachers of Mathematics Standards also covered. Includes current research findings related to the application and learning of elementary mathematics content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU293 requires an approved field experience.

**EDU295  3 Credits**  
**Social Studies Methods and Curriculum Development**  
Overview of teaching elementary social studies. Topics include lesson plans preparation, teaching strategies, assessments, classroom management techniques and teaching resources. Emphasis on Professional Teaching Standards. Includes current research findings related to the application and learning of elementary social studies content. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program. Course Notes: EDU295 requires an approved field experience.

**Education Field Experiences (EFE)**

**EFE201  0.5 Credit**  
**Family Engagement Specialist**  
Focus on the practical application for the Family Engagement Specialist role in K-12 schools. Includes responsibilities, skills, and relationship development as well as needs identification, goal setting, and professional development planning. Prerequisites: None.

**EFE202  0.5 Credit**  
**Family Engagement Specialist: Parent Education**  
Focus on the practical application for the Family Engagement Specialist role in K-12 schools. Emphasis on parent engagement and current research. Prerequisites: None.

**EFE203  0.5 Credit**  
**Family Engagement Specialist: Adolescent Behavior**  
Focus on the exploration of adolescent development as it applies to parenting and parent/K-12 school partnerships for the Family Engagement Specialist. Includes parenting styles and home structures. Prerequisites: None.

**EFE204  0.5 Credit**  
**Family Engagement Specialist: Written Communication**  
Overview and practical application of written K-12 school communication for the Family Engagement Specialist. Includes systemic school methods of communication. Prerequisites: None.

**EFE205  0.5 Credit**  
**Family Engagement Specialist: Cultural Diversity**  
Emphasis on liaison strategies for creating climates of inclusion for the Family Engagement Specialist. Includes support system development and creation of an individual K-12 student achievement plan. Prerequisites: None.

**EFE206  0.5 Credit**  
**Family Engagement Specialist: Public Speaking**  
Development of presentation skills for the Family Engagement Specialist. Includes strategies to assist in the delivery of effective workshop trainings and presentations for K-12 school and family learning. Prerequisites: None.

**EFE207  0.5 Credit**  
**Family Engagement Specialist: Introduction to Education**  
Overview of federal legislation that influence K-12 school, family, and community partnerships. Focus on Title I legislation. Prerequisites: None.

**EFE208  0.5 Credit**  
**Family Engagement Specialist: Leadership**  
Practical on-site experience for the Family Engagement Specialist in a K-12 school environment working with parents. Includes self-evaluation of skills and techniques necessary to engage parents in their role as child's first teacher. Overview of various levels of leadership also covered. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EFE232  8 Credits
Mild-Moderate Disabilities Student Teaching
Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Formal admission to an undergraduate teacher preparation program and (EDU209AF and EDU231) and permission of Department or Division.

EFE260  12 Credits
Student Teaching Lab K-12 - Art
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state-approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE260AC  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE260AD  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE260AE  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE260AF  3 Credits
Intern Certificate Student Teaching Lab K-12 - Art Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 art instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program, the partnering school district, EFE260AE, and a minimum of 75% successful completion of all designated, required coursework.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EFE261  12 Credits
Student Teaching Lab K-12 - Dance
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE261AC  3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE261AD  3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE261AE  3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE261AF  3 Credits
Intern Certificate Student Teaching Lab K-12 - Dance Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 dance instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE261AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE262  12 Credits
Student Teaching Lab K-12 - Drama
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EFE262AC  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE262AD  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education II
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE262AE  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education III
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE262AF  3 Credits
Intern Certificate Student Teaching Lab K-12 - Drama Education IV
Supervised student teacher practicum. Emphasis on the provision of K-12 drama instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE262AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE263  12 Credits
Student Teaching Lab K-12 - Music
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program, and permission of Department or Division.

EFE263AC  3 Credits
Intern Certificate Student Teaching Lab K-12 - Music Education I
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**EFE263AD**  
3 Credits  
**Intern Certificate Student Teaching Lab K-12 - Music Education II**  
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AC, and a minimum of 25% successful completion of all designated, required coursework.

**EFE263AE**  
3 Credits  
**Intern Certificate Student Teaching Lab K-12 - Music Education III**  
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AD, and a minimum of 50% successful completion of all designated, required coursework.

**EFE263AF**  
3 Credits  
**Intern Certificate Student Teaching Lab K-12 - Music Education IV**  
Supervised student teacher practicum. Emphasis on the provision of K-12 music instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE263AE, and a minimum of 75% successful completion of all designated, required coursework.

**EFE285**  
8 Credits  
**Student Teaching Lab: Special Education Learning Disabilities**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department of Division.

**EFE285AC**  
2 Credits  
**Student Teaching Lab: Special Education Learning Disabilities I**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

**EFE285AD**  
2 Credits  
**Student Teaching Lab: Special Education Learning Disabilities II**  
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE285AC, and a minimum of 25% successful completion of all designated, required coursework.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFE285AE</td>
<td>2</td>
<td>Student Teaching Lab: Special Education Learning Disabilities III</td>
<td>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.</td>
</tr>
<tr>
<td>EFE285AF</td>
<td>2</td>
<td>Student Teaching Lab: Special Education Learning Disabilities IV</td>
<td>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.</td>
</tr>
<tr>
<td>EFE286</td>
<td>8</td>
<td>Student Teaching Lab: Special Education Mental Retardation</td>
<td>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.</td>
</tr>
<tr>
<td>EFE286AC</td>
<td>2</td>
<td>Student Teaching Lab: Special Education Mental Retardation I</td>
<td>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.</td>
</tr>
<tr>
<td>EFE286AD</td>
<td>2</td>
<td>Student Teaching Lab: Special Education Mental Retardation II</td>
<td>Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AC, and a minimum of 25% successful completion of all designated, required coursework.</td>
</tr>
<tr>
<td>EFE286AE</td>
<td>2</td>
<td>Student Teaching Lab: Special Education Mental Retardation III</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
**Course Descriptions**

**EFE286AF  2 Credits**
**Student Teaching Lab: Special Education Mental Retardation IV**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE286AE, and a minimum of 75% successful completion of all designated, required coursework.

**EFE287  8 Credits**
**Student Teaching Lab: Special Education Emotional Disabilities**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AE, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

**EFE287AC  2 Credits**
**Student Teaching Lab: Special Education Emotional Disabilities I**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

**EFE287AD  2 Credits**
**Student Teaching Lab: Special Education Emotional Disabilities II**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AC, and a minimum of 25% successful completion of all designated, required coursework.

**EFE287AE  2 Credits**
**Student Teaching Lab: Special Education Emotional Disabilities III**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AD, and a minimum of 50% successful completion of all designated, required coursework.

**EFE287AF  2 Credits**
**Student Teaching Lab: Special Education Emotional Disabilities IV**
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE287AE, and a minimum of 75% successful completion of all designated, required coursework.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EFE288  8 Credits
Student Teaching Lab: Special Education Orthopedic Impairment
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district and (EDU223AF, EDU226, EDU285AC, EDU287AC, and EDU293) and permission of Department or Division.

EFE288AC  2 Credits
Student Teaching Lab: Special Education Orthopedic Impairment I
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE288AD  2 Credits
Student Teaching Lab: Special Education Orthopedic Impairment II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE288AE  2 Credits
Student Teaching Lab: Special Education Orthopedic Impairment III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE288AF  2 Credits
Student Teaching Lab: Special Education Orthopedic Impairment IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE289  8 Credits
Student Teaching Lab: Special Education Health and Other Impairments
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE288AC, 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

EFE289AC  2 Credits
Student Teaching Lab: Special Education Health and Other Impairments I
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district.

EFE289AD  2 Credits
Student Teaching Lab: Special Education Health and Other Impairments II
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AC, and a minimum of 25% successful completion of all designated, required coursework.

EFE289AE  2 Credits
Student Teaching Lab: Special Education Health and Other Impairments III
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AD, and a minimum of 50% successful completion of all designated, required coursework.

EFE289AF  2 Credits
Student Teaching Lab: Special Education Health and Other Impairments IV
Supervised student teacher practicum. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal acceptance of a specified teacher prep two year program plan by an Arizona Department of Education approved college program and the partnering school district, EFE289AE, and a minimum of 75% successful completion of all designated, required coursework.

EFE291  8 Credits
Special Education: Mild-Moderate Student Teaching
Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

EFE291AC  2 Credits
Special Education: Mild-Moderate Student Teaching I
Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EFE291AD  2 Credits
Special Education: Mild-Moderate Student Teaching II
Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

EFE291AE  2 Credits
Special Education: Mild-Moderate Student Teaching III
Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

EFE291AF  2 Credits
Special Education: Mild-Moderate Student Teaching IV
Supervised student teaching. Emphasis on the provision of instruction to learners. Covers lesson plan development, classroom procedures, classroom management, and educator professionalism. Includes learner preparation, learner engagement, and learner outcome awareness. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program and (EDU223AF and EDU293) and permission of Department or Division.

Education of Adult Learners (EDA)

EDA200  3 Credits
Adult Development
Exploration of adulthood. Includes research and theoretical approaches including physical, cognitive, social, and personality development. Examines the influences of age, gender, cohort, race/ethnicity, socioeconomic status, and culture. Prerequisites: None.

EDA220  3 Credits
Introduction to the Adult Learner
Provides an introduction to the field of adult education. Study of the adult as a learner, teaching-learning theories for adults, models and procedures for planning, designing, managing, and evaluating adult learning activities, and theories of motivation. Intended for practitioners who provide instruction to adults in a wide variety of workplace, community and lifelong learning arenas. Prerequisites: None.

EDA230  3 Credits
Curriculum Development in Adult Education
Study of the principles and techniques for development of curricula for adult education services and programs. Prerequisites: EDA220 or permission of Department or Division.

EDA240  3 Credits
Teaching Methods for Adult Learning
Study of teaching strategies responsive to learning preferences of the adult learner. Prerequisites: EDA220 and EDA230 or permission of Department or Division.

EDA241  1 Credit
Coaching Across Generations
Overview of coaching across multiple generations. Examination of generation characteristics, motivations, attitudes, and learning styles. Communication techniques also covered. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EDA242  2 Credits
Introduction to Adults with Learning Disabilities
Overview of adult learners with learning disabilities. Topics include neurological disorders, central auditory processing, and visual deficiencies. Educational rights, characteristics, identification procedures, workplace concerns, and instructional practices also covered. Prerequisites: None.

EDA245  3 Credits
Introduction to Coaching: Theory to Practice
Introduction to coaching as a field of study. Exploration of the nature of the profession in addition to theories, skills, and issues relative to the profession. Prerequisites: None.

EDA246  1 Credit
Motivating Adult Learners
Overview of effective instruction as a consistent motivational process. Exploration of the influence of cultural relevance, adult learning styles, and intrinsic motivation on effective instruction. Also covers adult construction of knowledge. Prerequisites: None.

EDA250  3 Credits
Mentoring the Adult Learner
Practice of mentoring as a process to provide effective on-the-job support and guidance to foster personal and professional growth of adult learners. Analyze the role of a mentor and practice how to build trust, clarify communication, and provide supportive feedback during collaborative planning, observation, and reflection activities. Prerequisites: None.

EDA254  1 Credit
Assessment and Evaluation of Adult Learners
Examination of the assessment of adult learning. Includes assessment criteria and development of various types of assessments and evaluations. Prerequisites: EDA200 and EDA220.

EDA255  1 Credit
Ethical and Professional Principles
Examination of professional code of ethics for adult educators. Includes professional practices and standards for self, students, colleagues, community, and society. Prerequisites: None.

EDA260  1 Credit
Coaching Practicum
Application of knowledge and skills in an applied coaching setting with supervision. Prerequisites: (CFS204, CFS205, EDA240, EDA245, EDA246, and EDA250) or permission of Department or Division. Course Notes: EDA260 includes 30 hours of directed and supervised coaching experience.

EDA265  1 Credit
Adult Educator Practicum
Practical application of knowledge and skills in an applied instructional setting with supervision. Prerequisites: Permission of Department or Division. Course Notes: EDA265 includes 30 hours of directed and supervised instructional experience.

Education Professional Development (EPD)

EPD205  3 Credits
Science, Technology, Engineering, and Mathematics (STEM) Education
A basic introduction to Science, Technology, Engineering, and Mathematics (STEM) education in the United States. Emphasis on the understanding of state and national educational academic standards, the importance of the role of higher education in closing the achievement gap and effective strategies for improving teaching in the STEM disciplines. Includes examples of successful school programs along with practical applications for teachers in the classroom and the involvement of community colleges in the STEM Education landscape. Prerequisites: Must hold a Career or Technical Education (CTE), provisional or standard elementary, secondary or special education certificate, or permission of Department or Division.
Course Descriptions

**EPD212AA**  3 Credits  
**Elementary Art Methods and Curriculum Development**
Overview and practical application of teaching elementary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD212AA requires an approved field experience.

**EPD212AB**  3 Credits  
**Secondary Art Methods and Curriculum Development**
Overview and practical application of teaching secondary art. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD212AB requires an approved field experience.

**EPD213AA**  3 Credits  
**Elementary Dance Methods and Curriculum Development**
Overview and practical application of teaching elementary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD213AA requires an approved field experience.

**EPD213AB**  3 Credits  
**Secondary Dance Methods and Curriculum Development**
Overview and practical application of teaching secondary dance and movement. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD213AB requires an approved field experience.

**EPD214AA**  3 Credits  
**Elementary Dramatic Arts Methods and Curriculum Development**
Overview and practical application of teaching elementary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD214AA requires an approved field experience.

**EPD214AB**  3 Credits  
**Secondary Dramatic Arts Methods and Curriculum Development**
Overview and practical application of teaching secondary dramatic arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD214AB requires an approved field experience.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EPD215AA  3 Credits
Elementary Music Methods and Curriculum Development
Overview and practical application of teaching elementary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD215AA requires an approved field experience.

EPD215AB  3 Credits
Secondary Music Methods and Curriculum Development
Overview and practical application of teaching secondary music. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD215AB requires an approved field experience.

EPD216AA  3 Credits
Elementary Physical Education Methods and Curriculum Development
Overview and practical application of teaching elementary physical education. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD216AA requires an approved field experience.

EPD216AB  3 Credits
Secondary Physical Education Methods and Curriculum Development
Overview and practical application of teaching secondary physical education. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on State Board of Education Professional Teaching Standards. Prerequisites: Must hold a Career and Technical Education (CTE) provisional or standard elementary, secondary, or special education teaching certificate, or permission of Department or Division. Course Notes: EPD216AB requires an approved field experience.

EPD220  3 Credits
Introduction to Serving the English Language Learner for Certified Teachers
Rationale for and current educational and legal issues for English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies. Prerequisites: Provisional or standard elementary or secondary or special or career and technical education teaching certificate or permission of Department or Division. Course Notes: Approved school-based practicum is required. EPD220 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

EPD224  3 Credits
Teaching in the Middle School
Overview of teaching in the middle school grades five through nine. Topics include characteristics of young adolescents, responsibilities of teaching teams, middle school curriculum, design and interdisciplinary versus integrated units of study. Classroom management techniques and effective teaching strategies also covered. Prerequisites: Must hold a provisional or standard elementary or secondary education teaching certificate.

* Courses offered through an Educational Partnership and Customized Training program only.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPD233</td>
<td>3</td>
<td>EPD233: Structured English Immersion and English as a Second Language Teaching Method for Certified Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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: EPD233 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education.</td>
</tr>
<tr>
<td>EPD244</td>
<td>3</td>
<td>EPD244: Reading and Writing in SEI/ESL/Bilingual Settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EPD246</td>
<td>3</td>
<td>EPD246: Teaching and Assessment of English Language Learners (ELL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EPD247</td>
<td>3</td>
<td>EPD247: Practicum for English as a Second Language (ESL) / Bilingual Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EPD248</td>
<td>3</td>
<td>EPD248: Adolescent Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Courses offered through an Educational Partnership and Customized Training program only.

Course Descriptions

EPD249  3 Credits  
**Methods and Curriculum Development for Mathematics**  
Overview and practical application of teaching mathematics in K-8 grades. Development of lesson plans and assessment instruments emphasized. Current trends, State Board of Education Professional Teaching Standards and National Council of Teachers of Mathematics Standards also covered. Prerequisites: Must hold a provisional or standard elementary or special education teaching certificate.

EPD250  6 Credits  
**Teaching Elementary Number Sense and Operations Grades K-8**  
Focus on knowledge and skills for number sense and operations grades K-8. Covers learning environments, teaching resources, and use of technology in the presentation of numeration, number theory and computation. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD250 requires an approved field experience.

EPD251  3 Credits  
**Teaching Geometry and Measurement Grades K-8**  
Focus on knowledge and skills for geometry and measurement concepts for grades K-8. Covers geometric properties, transformation of shapes, coordinate geometry and measurement. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD251 requires an approved field experience.

EPD252  6 Credits  
**Teaching Patterns, Algebra and Functions Grades K-8**  
Focus on knowledge and skills for patterns, algebra and functions grades K-8. Covers learning environments, teaching resources, and use of technology in the presentation of algebraic notation, properties, relations and functions, equations and inequalities. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD252 requires an approved field experience.

EPD253  3 Credits  
**Teaching Data Analysis, Probability and Discrete Mathematics Grades K-8**  
Focus on knowledge and skills for data analysis, probability and discrete mathematics concepts for grades K-8. Covers statistics, sampling, systemic listing and counting, and vertex edge graphs. Emphasis on State Academic Math and Common Core Standards. Includes practical application of teaching strategies for elementary students as well as teachers of mathematics. Prerequisites: EPD250. Course Notes: EPD253 requires an approved field experience.

EPD254  3 Credits  
**Mathematics Classroom Assessment**  
A thorough examination of techniques and strategies for assessment in the mathematics classroom. Focus on formative and summative assessments. Prerequisites: EPD250, EPD251, EPD252, and EPD253.

EPD255  3 Credits  
**Research-Based Practices, Pedagogy, and Instructional Leadership in Mathematics**  
Designed to provide strategies that may be used when assuming leadership roles in mathematics. Focus on examining research-based practices, pedagogy, and techniques of instructional leadership in mathematics. Examination of academic math standards and common core standards. Prerequisites: EPD250, EPD251, EPD252, EPD253, and EPD254.

* Courses offered through an Educational Partnership and Customized Training program only.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPD260</td>
<td>2</td>
<td>Technology in Education Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EPD269AA</td>
<td>3</td>
<td>Methods of Using Technology in the K-6 Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EPD269AB</td>
<td>3</td>
<td>Methods of Using Technology in the 7-12 Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EPD270</td>
<td>3</td>
<td>Theoretical and Research Foundations of Language and Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus on scientifically-based research as the foundation for classroom reading instruction. Emphasis on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and language arts. Prerequisites: Must hold a provisional or standard elementary, secondary, or special education teaching certificate.</td>
</tr>
<tr>
<td>EPD271AA</td>
<td>3</td>
<td>Essential Elements of Elementary Reading and Writing Instruction K-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of the interrelated critical components of reading and writing instruction. Focus on developmental stages, benchmarks, and research-based instructional strategies to effectively teach literacy in the elementary grades. Prerequisites: Must hold a provisional or standard elementary, secondary, or special education teaching certificate.</td>
</tr>
<tr>
<td>EPD271AB</td>
<td>3</td>
<td>Essential Elements of Adolescent Reading and Writing Instruction 6-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus on the theories, methods, and models of the essential elements needed to develop and improve reading and writing skills of adolescents. Prerequisites: Must hold a provisional or standard elementary, secondary or special education teaching certificate.</td>
</tr>
<tr>
<td>EPD272AA</td>
<td>3</td>
<td>Elements of Elementary Content Area Reading and Writing K-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus on practical and effective methods and strategies for the teaching of reading and writing in the elementary content area based on research-based principles and theories. Prerequisites: EPD270, EPD271AA, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.</td>
</tr>
<tr>
<td>EPD272AB</td>
<td>3</td>
<td>Elements of Adolescent Content Area Reading and Writing 6-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus on practical and effective methods and strategies for the teaching of reading and writing in the adolescent content area based on research-based principles and theories. Prerequisites: EPD270, EPD271AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

EPD273 3 Credits
Phonics Based K-12 Reading Diagnosis and Remediation
Methods of assessing, diagnosing, and remediating reading deficiencies in K-12 readers. Administration and analysis interpretation of formal and informal diagnostic assessments. Emphasis on Arizona state law and national literacy standard mandated research based systematic phonics instruction, remediation methods and techniques. Prerequisites: EDU271 and must hold a provisional or standard elementary, secondary or special education teaching certificate.

EPD274 6 Credits
Reading Assessment
Focus on Assessment Practices and Systems including administering assessments, data collection and analysis, diagnosing reading difficulties, developing student growth plans, and utilizing data to provide appropriate effective instruction to increase literacy success for all students. Prerequisites: EPD270, (EPD271AA or EPD271AB), (EPD272AA or EPD272AB), and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD275 3 Credits
Diagnosis and Remediation of Reading K-12
Fundamentals of diagnosis and remediation of reading problems for K-12. Administration, analysis and interpretation of informal diagnostic procedures and use of assessment results in planning a program of remediation. The Diagnostic Teaching of Reading emphasized. Prerequisites: EDU270AA or EDU270AB, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD276 3 Credits
The Teacher Leader
Focus on K-12 teachers’ skills as recognized teacher leaders. Includes reading, summarizing, and analyzing current educational research and theory about the teacher leader. Examination of the effect of informal and formal roles of the teacher leader in the schools. Also covers discovery of personal philosophies of leadership and plans for enacting leadership within participant’s own school sites. Prerequisites: Must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD277AA 3 Credits
Reading Field Experience K-8
Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading. Prerequisites: EPD270, EPD271AA, EPD272AA, EPD274, EPD276, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD277AB 3 Credits
Reading Field Experience 6-12
Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading. Prerequisites: EPD270, EPD271AB, EPD272AB, EPD274, EPD276, and must hold a provisional or standard elementary, secondary, or special education teaching certificate.

EPD279 3 Credits
Reading Practicum K-12
Focus on the practical application of current philosophical theories, methods, and models of assessment and instruction for remediation of reading. Prerequisites: EDU270AA or EDU270AB, and must hold a provisional or standard elementary, secondary or special education teaching certificate.

EPD286 3 Credits
Middle Grade Practicum
Practical experience for teacher on-site at a middle grade school. Includes observing and working in a classroom, with teachers and with special needs students. Prerequisites: EPD224 and (EPD248 or EDU274) and must hold a provisional or standard elementary or secondary education teaching certificate.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**eLearning (ELN)**

**ELN100  3 Credits**

*Foundations of eLearning Design for K-12*

Overview of eLearning design foundations for K-12 environment. Includes the history, characteristics, and theories of eLearning. Principles and models of instruction design as well as eLearning technologies and course management systems covered. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

**ELN101  3 Credits**

*eLearning Design Level I*

An introduction to eLearning Design theory (the Assess, Design, Develop, Implement and Evaluate (ADDIE) Instructional Design model). Emphasis on purpose and process of analysis, design, development, implementation, and evaluation of eLearning projects. Prerequisites: None.

**ELN102  3 Credits**

*eLearning Media Level I*

An introduction to eLearning media. Emphasis on the pedagogy/andragogy of current media and the tools, function, and purpose for e-Learning. The instructional use of video, audio, graphics, learning management, animation, presentation, and communication included. Prerequisites: None. Course Notes: ELN102 does not require the purchase of media software.

**ELN103  3 Credits**

*K-12 eLearning Technology and Media*

Overview of technology and media used in K-12 eLearning environments. Covers types of media, learning settings, instructional strategies, and visual principles as well as current and future trends. Usage of audio and video technology included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

**ELN104  3 Credits**

*Web 2.0 in eLearning*

Procedures for using Web 2.0 in eLearning course design. Includes Web 2.0 research and learning design as well as media selection. Also covers use and challenges of various learner tools in addition to issues concerning learners, teachers, and organizations. Prerequisites: None.

**ELN105  3 Credits**

*Classroom Management in K-12 eLearning*

Procedures for management of the eLearning classroom. Emphasis on creating a supportive and engaging active learning environment for the distance learner. Covers characteristics of the distance learning student as well as procedures for creating a collaborative, integrated, and supportive learning environment. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

**ELN106  3 Credits**

*Discipline and Behavior in K-12 eLearning*

Overview of discipline and behavior issues in the K-12 eLearning environment. Includes classroom discipline theories and approaches to discipline. Also covers formalization of a personal system of discipline. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

**ELN107  3 Credits**

*Parent Communication and Involvement in K-12 eLearning*

Procedures for involving parents in K-12 eLearning. Includes law and public policy relating to compliance, student advocacy, and parental rights. Also covers parent-teacher communication issues as well as online education family involvement models. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ELN108  3 Credits
Legal Issues in K-12 eLearning
Overview of legal issues and regulations in an online K-12 classroom. Intellectual property, privacy, Internet security, and educational institution policies covered. Includes the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Act (IDEA). Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN109  3 Credits
Engaging K-12 eLearners
Overview of engaging K-12 learners in an eLearning environment. Phases of eLearning and eLearning activities covered. Tool usage and assessment emphasized. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN110  3 Credits
Introduction to eLearning Environments
An introduction to eLearning environments, including learning management systems, online collaboration, synchronous communication, and asynchronous communication. Use of industry standard tools to create interactive learning experiences emphasized. Prerequisites: None.

ELN111  3 Credits
K-12 eLearning Environments
Introduction to eLearning environments for K-12 teachers. Synchronous and asynchronous environments as well as online collaboration covered with an emphasis on considerations for K-12 students. Course management systems for K-12 learning environments also included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN112  3 Credits
Methods of Building and Facilitating eLearning: 9-12
Methods for building and facilitating eLearning for 9-12 students. Includes course design principles and methods as well as copyright and intellectual property issues. Also covers student activities facilitation, assessment, and online classroom management concerns. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN113  3 Credits
Methods of Building and Facilitating eLearning: K-8
Methods for building and facilitating eLearning for K-8 students. Includes course design principles and methods as well as copyright and intellectual property issues. Also covers student activities facilitation, assessment, and online classroom management concerns. K-8 learner special considerations also included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN114  3 Credits
Building Community with Online Learners
Procedures for building a community in an eLearning environment. Includes personalization of learning, collaborative learning, and transformative learning. Foundations for building an online community and technology usage also covered. Prerequisites: None.

ELN115  3 Credits
eLearning for Multiple Generations
Overview of eLearning for existing, new, and emerging generations. Covers engagement, interaction, and collaboration of eLearners from various generations. Impact of eLearning on various generations as well as usage of games, activities, rewards, and feedback included. Prerequisites: None.

ELN116  3 Credits
Mobile Devices as Learning Tools
Usage of electronic mobile devices in learning. Covers concept of mobile learning, types of mobile devices, and procedures for incorporating devices into the classroom. Accessibility, usability, student experience, and best practices also included. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

ELN117  3 Credits
Interactions in eLearning
Overview of student interactions in an eLearning environment. Theoretical perspective of interactivity and interactive learning and encounter theory covered. Interactive learning activities and practice, including games, simulations, the Educational Semantic Web, peer learning, and online discussions emphasized. Prerequisites: None.

ELN118  3 Credits
Motivation and the Online Learner
Overview of motivation in the online classroom. Includes motivation theories, self-esteem vs. self-efficacy, and learner expectations as well as motivational problems and benefits of a motivational online learning environment. Facilitator’s role, grouping of students, and assessment creation as motivation tools also covered. Prerequisites: None.

ELN120  3 Credits
Organizing and Evaluating eLearning Projects
An introduction to eLearning project organization and evaluation. Emphasis on using current tools to promote teamwork, budgets, and multiple projects in a team-based environment. Evaluation of project outcomes also included. Prerequisites: None.

ELN121  3 Credits
Evaluating K-12 eLearning
Procedures for evaluating K-12 eLearning. Includes procedures for creating and integrating various types of student and course evaluation into the eLearning process. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN122  3 Credits
K-12 eLearning Assessment Creation
Procedures for creating assessments for K-12 eLearning environment. Emphasis on importance of and plans to measure learning as well as implications for K-12 eLearners. Covers learning outcomes, performance objectives, types of assessments. Online student interaction and collaboration included. Prerequisites: Must hold a Career and Technical Education (CTE), provisional or standard elementary, secondary or special education teaching certificate, or permission of Department or Division.

ELN123  3 Credits
Assessment of Online Learning
Assessment of learning in an online learning environment. Covers learning outcome categories, validity, and reliability. Includes procedures for assessment interpretation, usage, creation, and management. Prerequisites: None.

ELN202  3 Credits
eLearning Media Level II
Design of instructional media. Includes prototyping, interface design, storyboarding, scripting, and working with a production team. Emphasis on relating instructional media to learning outcomes. Design of instructional video, audio, graphics, learning management systems, animation, presentation, and communication also covered. Prerequisites: A grade of C or better in ELN102. Course Notes: ELN202 does not require the purchase of media software.

ELN204  3 Credits
eLearning Design Level II
Application of the Assess, Design, Develop, Implement and Evaluate (ADDIE) instructional design model to eLearning design. Includes instructional analysis as well as the design, development, implementation, and evaluation of an eLearning project. Prerequisites: A grade of C or better in ELN101 and ELN202.

ELN290AA  1 Credit
eLearning Design Internship
eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: ELN290AA may be repeated for a total of three (3) credit hours.

ELN290AB  2 Credits
eLearning Design Internship
eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: ELN290AB may be repeated for a total of four (4) credit hours.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**ELN290AC  3 Credits**

**eLearning Design Internship**
eLearning design work experience in industry or education. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division.

---

**Emergency Medical Technology (EMT)**

**EMT104*  9 Credits**

**Emergency Medical Technology**
Techniques of emergency medical care in accordance with national and state curriculum. Study of the human body, patient assessment, treatment of medically or traumatically compromised patients, special hazards, and medical operations, IV monitoring, patient-assisted medication administration, automated external defibrillators (AEDs), and blood-glucose monitoring. Prerequisites: EMT101 or a current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer and (appropriate score on Reading placement test to demonstrate minimum tenth grade level reading or completion of an Associate's degree or higher from an accredited institution). Course Notes: Students are required to complete additional hours in a competency-based clinical, vehicular, and/or scenario based experience. This may be completed through EMT104AB or program director-approved rotation. Students must meet National Registry of EMTs requirements for certification. Additional information available at nremt.org.

---

**Endorsement for Early Childhood (EEC)**

**EEC200  3 Credits**

**Early Learning Foundations**
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

**EEC201  3 Credits**

**Early Learning Guidance and Management**
Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of typical and atypical young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

**EEC202  3 Credits**

**Early Learning Introduction to the Exceptional Young Child**
Overview of the exceptional learner (birth to age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

**EEC203  3 Credits**

**Early Learning Culture, Community, Family and the Child**
Examines family, community and cultural influences on development of the young child birth to third grade. Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

**EEC204  3 Credits**

**Early Learning Language and Literacy Development**
Overview of language development, emergent literacy, early literacy development, and appropriate early experiences with books, reading, and writing for typical and atypical children birth to age eight. Emphasis placed on reading and writing readiness, methods to enhance literacy development, and strategies for selecting and using children’s books. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

EEC205  3 Credits
Early Learning: Instructional Methodologies of Language, Math, Science, Social Studies and The Arts
Overview and practical application of teaching elementary language, math, science, social studies and the arts. Covers teaching strategies, learning environments, teaching resources, and use of technology. Emphasis on Early Learning Standards (Birth to Age 5), Arizona Academic Standards Kindergarten-Third (K-3) Grade, and State Board of Education Professional Teaching Standards. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC205 requires an approved field experience.

EEC206  3 Credits
Standards, Observation and Assessment of Typical and Atypical Behaviors
Observation and assessment of typical and atypical behaviors, overview of standards, observation and assessment methodologies for typical and atypical young children birth to age eight. Includes ethics, referral and reporting procedures, and collaboration with families and other professionals. Prerequisites: EEC200, EEC201, EEC202, EEC203, EEC204, EEC205, and must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division.

EEC222  3 Credits
Early Learning: The Developing Child Prenatal to Age Eight
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Consideration of public health issues and safety procedures within early childhood settings. Overview of nutritional needs and issues of physical fitness and well-being in typical and atypical young children. Prerequisites: Must hold a provisional or standard elementary, or special education teaching certificate, or permission of Department or Division. Course Notes: EEC202 includes practical application and fieldwork experience.

Engineering Science (ECE)

ECE102  2 Credits
Engineering Analysis Tools and Techniques
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: Two years of high school algebra or MAT122 or departmental approval. Corequisites: MAT151 or MAT182 or MAT187.

English (ENG)

ENG081  3 Credits
Preparatory Academic Writing II
Emphasizes preparation for college-level composition and related reading tasks with a focus on critical writing, reading, and thinking skills and processes. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG071 or ESL077, or permission of Department or Division.

ENG091  3 Credits
Preparatory Academic Writing III
Emphasizes preparation for first year composition with a focus on critical writing, reading, and thinking skills and processes at an increased level of academic complexity. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG081 or ESL087, or permission of Department or Division.

ENG101  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.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

ENG107  3 Credits
First-Year Composition for ESL
Equivalent of ENG101 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG108  3 Credits
First-Year Composition for ESL
Equivalent of ENG102 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: Grade of C or better in ENG107.

ENG109  3 Credits
Business Writing for ESL
ESL (English as a second language) focus: Writing business letters and memos with an emphasis on persuasion and organization. Prerequisites: Appropriate ESL or ASSET placement test score, or a grade of “C” (ENG107, or ENG108, or ENG101, or ENG102, or ENG111), or permission of instructor.

ENG111  3 Credits
Technical and Professional Writing
Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences. Includes integrating data and graphics into work-related documents and presentations. Prerequisites: ENG101 with a grade of C, or better, or permission of instructor.

ENG213  3 Credits
Introduction to the Study of Language
Study of language as code; phonetics, phonology, morphology, syntax, semantics; language acquisition; historical and socio-linguistics. Prerequisites: ENG102 or ENG111 with a grade of C or better or permission of Instructor.

ENG235  3 Credits
Magazine Article Writing
Basic skills and techniques used by professional writers for publication in magazines. Includes analyzing markets, identifying article slant, research techniques, editing, and submission procedures. Emphasis on nonfiction. Prerequisites: None. Course Notes: ENG235 may be repeated for a total of six (6) credit hours.

ENG298AA  1 Credit
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

ESL298AA  1 Credit
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**English Humanities (ENH)**

**ENH110**  3 Credits

*Introduction to Literature*

Introduction to international literature through various forms of literary expressions; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.

**ENH111**  3 Credits

*Literature and the American Experience*

Introduction to the foundations and diversity of American culture through a survey of its literature, including minority and women writers. Exploration of various facets of American culture including frontier, regional, rural, and urban life; ethnic, racial, and immigrant experience; and political and social philosophies. Prerequisites: None.

**ENH222**  3 Credits

*Survey of English Literature After 1800*

Emphasizes the social and political backgrounds as well as the form and content of English literature in the nineteenth and twentieth centuries. Prerequisites: (ENG101 or ENG107) or equivalent.

**ENH230**  3 Credits

*Introduction To Shakespeare*

Introduces Shakespeare the playwright, the sonneteer, the linguist, and the citizen of the 17th century. Considers the major tragedies, comedies, histories, and sonnets; focuses on the use of language; and connects the writer to the time. Some emphasis on Shakespeare's influence through the centuries, noting parallels between the late 16th century and the late 20th century. Prerequisites: None.

**ENH241**  3 Credits

*American Literature Before 1860*

Includes literature written prior to 1860 in the United States. Prerequisites: None.

**ENH251**  3 Credits

*Mythology*

Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.

**ENH280**  3 Credits

*Topics in American Literature*

Exploration of selected topic(s) in American Literature. Focuses on a theme, genre, era, technique, or critical approach. Includes reading and interpretation of literature from a variety of cultures within the United States. Prerequisites: (ENG101 or ENG107) or permission of instructor. Course Notes: ENH280 may be repeated for a total of nine (9) credit hours.

**ENH291**  3 Credits

*Children's Literature*

Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.

**ENH292**  3 Credits

*Literature for Adolescents*

Reviews selected literature written for adolescents. Develops and applies literary criteria for the evaluation of adolescent literature. Prerequisites: None.

**Entrepreneurial Studies (EPS)**

**EPS150**  3 Credits

*Introduction to Entrepreneurship*

Overview of entrepreneurship. Includes the entrepreneurial process and the skills required to be successful, including starting, planning, financing, marketing, and managing a business. Prerequisites: None.

**EPS160**  2 Credits

*New Venture Creation*

Process of starting a new venture including evaluating specific business opportunities identifying financing alternatives, and defining start-up issues. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

### EPS161  3 Credits
**New Venture Law and Finance**
Introduction to the principles of legalization and capitalization of a new business venture. Includes the processes required to organize, register, finance, launch and protect a business. Prerequisites: None.

### EPS165  2 Credits
**New Venture Feasibility Analysis**
Introduction to the industry’s market and competitive structure. Includes the technical skills to develop a competitive strategy for entry into the business segment. Covers the market potential evaluation, niche identification, analysis of competition, and development of customer profiles. Also involves development of a marketing strategy and sales projections for new business ventures. Prerequisites: None.

### EPS180  3 Credits
**Technology Business Planning**

### EPS195  2 Credits
**Business Start-Up and Planning**
Development of a feasibility approach to strategic decision making concerning new venture start-up. Includes development of a business feasibility study and a preliminary business plan. Prerequisites: None.

### FCS250  3 Credits
**Portfolio Development and Professional Writing**
Techniques of portfolio development to document prior learning gained through experience, training, and/or previous education. Includes study of learning styles and levels, analysis of personal and vocational experiences, synthesis of these with competencies for specific courses, and integration of the above with other material to create a portfolio to be introduced for evaluation for credit. Prerequisites: Prerequisites or Corequisites: A grade of “C” or better in twelve (12) credit hours of CFS and/or FCS coursework and permission of Program Coordinator. At least six (6) credits of these courses must be taken in a prior semester.

### FCS260  1 Credit
**Family and Consumer Science Internship**
Work experience in community-based, family-focused service and/or educational organizations. 80 hours of designated work per credit. Prerequisites: Permission of instructor. Course Notes: FSC260 may be repeated for a total of six (6) credit hours.

### FSC102*  11 Credits
**Fire Department Operations**
Introductory fire science course primarily designed for the fire department recruit. Includes firefighting skills, equipment, and administrative policies, fire department operations, personnel policies, and International Fire Service Accreditation Congress Practical Skills Testing. Prerequisites: (EMT104, FSC104, FSC105 and FSC130) and permission of Instructor. Corequisites: FSC134.

### FSC105*  3 Credits
**Hazardous Materials/First Responder**
Basic methods of recognition and identification based upon the chemical and physical properties of hazardous materials; basic safety procedures when utilizing specific types of protective clothing and equipment; basic tactical information relating to scene management. Confined space operations in accordance with the National Fire Protection Agency. Prerequisites: None.

---

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**FSC108***  3 Credits

**Fundamentals of Fire Prevention**
Fundamentals of fire prevention. Includes techniques, procedures, regulations, and enforcement. Also includes discussion of hazards in ordinary and special occupancies. Field trips and lectures from industry also included. Prerequisites: None.

**FSC113***  3 Credits

**Introduction to Fire Suppression**
Characteristics and behavior of fire, fire hazard properties of ordinary materials, extinguishing agents, fire suppression organization and equipment, basic fire fighting tactics, and public relations as affected by fire suppression. Prerequisites: None.

**FSC130***  1 Credit

**Fitness for Firefighters/CPAT**
Skills and abilities required for entry level position in the fire service including physical ability, and stamina. Opportunity to take the International Association of Fire Fighters (IAFF) Candidate Physical Ability Test (CPAT) at the end of the course. Prerequisites: None. Course Notes: Offered as credit (P) or no credit (Z) basis. Standard grading available according to procedures outlined in catalog.

**FSC134***  3 Credits

**Fitness and Conditioning for Firefighters**
Overview of all aspects of fitness for current and prospective firefighters. Includes physical and mental aspects of performance for optimal achievement on fire department agility tests and fire fighting tasks; individual conditioning strategies, nutritional guidelines, protective clothing concepts, and basic exercise principles. Pre-employment, evaluation, and lifelong fitness and conditioning. Prerequisites: None.

**FSC202***  3 Credits

**Supervisory Training For Firefighters**
Administrative methods applied to the fire service, departmental organization, and personnel management. Includes fire alarm signaling systems, fire service planning, and relationships with other city departments. Prerequisites: None.

**FSC208***  3 Credits

**Firefighter Safety And Building Construction**
Actions necessary to provide for the safety of firefighters operating on the fireground. Effects that fire and heat may have on various types of building construction resulting in the loss of structural integrity. Includes signs and symptoms of structural damage. Prerequisites: FSC113, or permission of Instructor, or equivalent.

**FSC209***  3 Credits

**Fire Investigation I**
Methods of determining point of fire origin, path of fire travel, and fire cause. Includes recognizing and preserving evidence; interviewing witnesses; arson laws and types of arson fires; and court testimony, reports, and records. Prerequisites: None.

**FSC209L**  1 Credit

**Fire Investigation I Lab**
Practical application of fire investigation techniques. Includes use of the scientific method to investigate various types of fires as well as fire patterns, explosions and evidence documentation. Also covers scene management and examination procedures in addition to report writing and spoliation concerns. Prerequisites: FSC209.

**FSC238***  2 Credits

**Vehicular Extrication and Patient Stabilization**
Participative course designed for the Emergency Medical Technicians (EMT). Incorporates new knowledge and skills necessary to access, extricate, and care for victims of crash incidents. Provide exposure to scene management, including size-up, disentanglement, victim stabilization for single and multi-victim situations, hazardous materials incidents, integration of local emergency medical services (EMS) for patient assessment and management, and standard operating procedures to selected victim scenarios. Prerequisites: Basic EMT certification, current enrollment in an EMT-Basic program, nurse with emergency department experience, or law enforcement personnel, or permission of instructor.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**Food and Nutrition (FON)**

**FON100**

**Introductory Nutrition**

Introduction to the science of food and human nutrition. Current sustainable dietary recommendations and applications for maximizing well-being and minimizing risk of chronic disease throughout the life cycle. An overview of the nutrients, emphasizing the importance of energy and fluid balance, and optimal functioning of the digestive system. Understanding factors that influence food intake in different cultures. Methods for evaluating credibility of nutrition claims, a focus on modern food safety and technology practices, and a worldview of nutrition are included. Emphasis is on personal dietary behavior change for a holistic life of wellness. Prerequisites: None.

**FON100LL**

**Introductory Nutrition Laboratory**

Self-evaluative laboratory experience using anthropometric, biochemical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Focus on understanding energy balance related to weight regulation and health. Prerequisites: None.

**FON104**

**Certification in Food Service Safety and Sanitation**

Preparation for and certification in a national food sanitation and safety program. Emphasis on food from purchasing, receiving, and storing to preparation, holding, and serving. Focuses on safe and sanitary food service facilities and equipment, employee habits and personal hygiene, and role of management in safety and sanitation. Includes time-temperature principles, foodborne illnesses, pest control, accident prevention, standards for cleaning and sanitizing, and regional regulations and standards. Prerequisites: None.

**FON135**

**Sustainable Cooking**

Basic cooking techniques for healthful and enjoyable eating. Emphasis on strategies for maximizing the use of whole, local, and nutrient-dense food while focusing on applying the dietary recommendations for optimal health to food choices. Opportunities to learn about sustainable food living, and identifying resources that enable people to be more in control of their food supply. Prerequisites: None.

**FON143**

**Food and Culture**

Understanding diet in the context of culture. Historical, religious, and socio-cultural influences on the development of cuisine, meal patterns, eating customs, cooking methods, and nutritional status of various ethnic groups. Traditional and contemporary food habits. Health and social impact of changes in diet. Preparation and serving of foods from many cultures. Prerequisites: None. Course Notes: FON143 may be repeated for a total of six (6) credit hours.

**FON161**

**Sustainable Food Production Systems**

Overview of the global food system. Covers historical events impacting current food production model, and the effects food systems have on the environment, health, and communities. Also covers conventional agriculture and food safety concerns. Emphasis on the movement towards sustainable food systems. Prerequisites: None.

**FON162**

**Organic Foods Production**

Overview of alternative farming systems. Covers organic and alternatively grown foods production as well as the Organic Foods Production Act. Includes principles of sustainable agriculture and Fair Trade. National Organic Program also covered. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FON163</td>
<td>3</td>
<td>Sustainable Restaurant Practices</td>
<td>Overview of sustainable kitchen practices. Covers energy efficient appliances and equipment, as well as electricity and water conservation practices. Includes environmentally friendly kitchen products and methods for disposal of waste. Researching food sources, purchasing locally, and building relationships are also covered. Emphasis in preparing organic, seasonal and local foods, and developing sustainable menus. Challenges for a sustainable future discussed. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>FON165</td>
<td>3</td>
<td>Food Entrepreneurship</td>
<td>Overview of the process for starting a small food business. Covers stages for introducing a variety of food products into the market, food safety, and sanitation requirements. Includes business and marketing strategies, processing, labeling, and distribution requirements for different food product types such as dairy, meat, poultry, and fish. Also covers available resources for small food business support. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>FON241</td>
<td>3</td>
<td>Principles of Human Nutrition</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>FON241LL</td>
<td>1</td>
<td>Principles of Human Nutrition Laboratory</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>FON285</td>
<td>3</td>
<td>Food and Nutrition Studies Internship</td>
<td>Work experience in an area directly related to sustainable food systems. Application of sustainable food system principles and practices from seed to support to service, including gardening and farming, managing food waste, advocacy, preparing and preserving food, and working with chefs and small farmers who are committed to supporting and providing local and regional sustainable food. Supervision and evaluation by an internship coordinator. Prerequisites: FON161 or permission of Department Chairperson or Program Director. Course Notes: FON285 requires a minimum of 210 hours of instruction in an internship setting. FON285 may be repeated for a total of six (6) credits.</td>
<td></td>
</tr>
</tbody>
</table>

#### French (FRE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE101</td>
<td>4</td>
<td>Elementary French I</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>FRE102</td>
<td>4</td>
<td>Elementary French II</td>
<td>Continued study of grammar and vocabulary of the French language along with the study of French culture. Emphasis on speaking, listening, reading and writing skills. Prerequisites: FRE101, or FRE101AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
<td></td>
</tr>
<tr>
<td>FRE201</td>
<td>4</td>
<td>Intermediate French I</td>
<td>Review of essential grammar of the French language and study of French culture. Continued practice and development of reading, writing, and speaking skills. Prerequisites: (FRE102 or FRE102AA with a grade of “C” or better), or two years of high school French with an average of “C” or better, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
<td></td>
</tr>
</tbody>
</table>

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**FRE202**
Intermediate French II
Review of grammar, continued development of French language skills, and continued study of the French culture. Prerequisites: FRE201 with a grade of “C” or better or three years of high school French with an average of “C” or better. Completion of prerequisites within the last three years is required.

**FRE265**
Advanced French I
In-depth exploration of a selected theme related to French culture. Involves reading selections from French literature, writing reports, and discussions in French. Emphasis on enhancing reading, writing and speaking skills. Prerequisites: FRE202 or permission of Department or Division. Completion of prerequisites within the last three years is required.

**FRE266**
Advanced French II
Continuation of FRE265, Reading selections from French literature, written reports, and discussions in French designed to further develop reading, writing and speaking skills. Prerequisites: FRE265 or permission of Department or Division. Completion of prerequisites within the last three years is required.

**GBS110**
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**
Business Calculations
Review of basic arithmetic and application of mathematics to business problems, includes percentage, interest, discount, and markups. Prerequisites: None.

**GBS132**
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**
Introduction to Business
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.

**GBS161**
Mathematics of Business
Applications of basic financial mathematics; includes interest, financial statement, stocks and bonds, and international business. Prerequisites: GBS131 or permission of Department or Division.

**GBS175**
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**
Legal, Ethical, and Regulatory Issues in Business
Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.

**GBS215**
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**
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**
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 of Department/Division.

GBS258  3 Credits
Principles of Property and Liability Insurance
Basic principles of insurance. Introduction to insurance contracts. Overview of company functions and operations including ratemaking, underwriting, claims, adjusting, and marketing. Prerequisites: None.

GBS263  3 Credits
Personal Insurance
Analysis of personal loss exposures and personal insurance coverages including homeowner's, other dwelling coverage, personal liability, auto, life, health, and government programs. Prerequisites: GBS258 or permission of the instructor.

GBS264  3 Credits
Commercial Insurance
Analysis of commercial coverages including property, business income, inland marine, ocean marine, crime, boiler, general liability, auto, and worker’s compensation. Analysis of loss exposures and explanation of coverage parts. Prerequisites: GBS258 or permission of instructor.

GBS270AC  3 Credits
Business Internship
General business work experience in a business or industry. Eighty hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: GBS270AC may be repeated for a total of six (6) credits.

GBS296WC  3 Credits
Cooperative Education
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits minimum 2.6 grade point average and be able to obtain a position related to students academic or career goals (students present job may qualify) or permission of instructor. Corequisites: Must be concurrent in at least one class which is related to student’s major or career interest or with permission of the Instructor.

GBS298AC  3 Credits
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or Instructor

General Technology (GTC)

GTC107  3 Credits
Technical Mathematics I
Mathematical principles to include basic operations, significant digits, exponents, square roots and order of operations. Solve problems using arithmetic, signed numbers, percentages, fractions, exponents, and square root. Use of hand held calculator. Technology related problems. Prerequisites: None.

GTC108  3 Credits
Technical Mathematics II
Fundamental algebraic operations. Problem solving involving metric measurement, gears, pulleys, simple mechanism problems. Areas and volume calculations of geometric figures. Essentials of trigonometry for solving right and oblique triangles. Prerequisites: GTC107 or permission of Instructor.

GTC121*  3 Credits
Construction Estimating I
Fundamentals of determining quantities of material, equipment and labor for given project. Includes procedures used in applying proper unit costs to these items. Prerequisites: None.

GTC127*  3 Credits
Beginning Woodworking
Introduction to woodworking fundamentals and applications. Familiarization with the basic woodworking tools emphasizing the safe and proper use of woodworking hand tools and stationary and portable power tools. Class projects develop a working project plan, identify material needs, cost analysis, basic construction of the project, and basic finishing techniques. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
### Course Descriptions

**GTC128*  3 Credits**

**Intermediate Woodworking**
Further development and application of basic woodworking skills. Complex projects with emphasis on planning and calculating and buying needed materials. Introduction of jointery, complex fitting, more advanced finishing, and wood carving. Prerequisites: GTC127 or previous woodworking experience.

**GTC130*  3 Credits**

**Furniture Construction I**
Process of building a piece of furniture including calculating and buying needed material, using tools properly and safely (hand tools and machines), jointery, wood preparation and basic finishing techniques. Prerequisites: GTC128 or previous woodworking experience and permission of instructor.

**GTC131*  3 Credits**

**Furniture Construction II**
Continuation of GTC130 including special set-ups on machines, special joints, adhesives, special finishes, panel doors, panel drawers, metal drawer guides and plastic laminates. Prerequisites: GTC130 or permission of instructor.

**GTC132*  3 Credits**

**Wood Finishing**
Introduction to the materials, processes, and sequences used in applying a variety of finishes to various wood types. Includes abrasives, stains, fillers, surface coats, tools and equipment, and basic refinishing techniques. Prerequisites: None.

**GTC144*  3 Credits**

**Introduction to Cabinetmaking**
Techniques and projects to produce complex cabinet projects. Includes project planning, working from plans, material cost analysis, and advanced finishing techniques. Prerequisites: GTC130 and permission of instructor.

**GTC145*  3 Credits**

**Advanced Cabinetmaking**
Further exploration of advanced woodworking techniques on complex projects. Prerequisites: GTC144 and permission of instructor.

**GTC156*  3 Credits**

**Furniture Upholstery I**
Techniques of general furniture upholstery, operations of webbing, springing, stuffing, trimming, sewing and cushion making on approved student-selected projects. Prerequisites: None. Course Notes: GTC/INT156 may be repeated for a total of nine (9) credit hours. Students must provide the furniture piece.

**GTC157*  3 Credits**

**Furniture Upholstery II**
Application and use of modern materials and tools, button tufting, channel construction, and special trim effects. Prerequisites: GTC/INT156 or permission Department or Division. Course Notes: GTC/INT157 may be repeated for a total of nine (9) credit hours. Students must provide the furniture piece.

**GTC182*  3 Credits**

**Building Construction Methods I**
Basics of building construction from job site selection through exterior finish of the shell. Focuses mainly on residential construction for the consumer. Includes blueprints, estimating materials and labor, work scheduling, job layout, foundations, framing, and exterior finish. Energy conservation, safety, and building codes discussed throughout the course. Prerequisites: None.

**GCU121  3 Credits**

**World Geography I: Eastern Hemisphere**
Description and analysis of spatial variations in culture, social, economic, and political phenomena in major world regions. Emphasis on the major cultural realms of Europe, North Africa, and Asia. Prerequisites: None.

**GPH111  4 Credits**

**Introduction to Physical Geography**
Spatial and functional relationships among climates, landforms, soils, water, and plants. Prerequisites: None.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Geology (GLG)

GLG101  3 Credits
Introduction to Geology I - Physical Lecture
A study of the kind and arrangement of materials composing the Earth's crust and the geological processes at work on and within the Earth's surface. Prerequisites: None.

GLG101 & GLG103 are: GLG1101

GLG102*  3 Credits
Introduction to Geology II - Historical Lecture
Outlines the origin and history of the earth with emphasis on North America--its dynamic, geographic, and climatic changes; animals and plants of the past; the evolution of life. Prerequisites: None.

GLG103  1 Credit
Introduction to Geology I - Physical Lab
May accompany GLG101. Study of common rock-forming minerals, rocks, and maps. Prerequisites: None.

GLG104*  1 Credit
Introduction to Geology II - Historical Lab
May accompany GLG102. Study of geological structures and rocks, fossils, and geologic maps. May require field trips. Prerequisites: None.

GLG110  3 Credits
Geological Disasters and the Environment
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the earth. Includes geological processes and hazards such as floods, earthquakes, and landslides; use of fossil fuels; mining of raw materials. Prerequisites: None.

GLG111  1 Credit
Geological Disasters and the Environment Lab
May accompany GLG110. Basic geological processes and concepts. Emphasis on geology-related environmental problems concerning Arizona. Case histories and field studies. May require field trips. Prerequisites: None.

German (GER)

GER101    GER1101  4 Credits
Elementary German I
Basic grammar, pronunciation and vocabulary of the German language. Includes the study of German culture, practice of listening, speaking, reading and writing skills. Prerequisites: None.

GER102    GER1102  4 Credits
Elementary German II
Continued study of grammar and vocabulary of the German language along with the study of German culture. Emphasis on German language skills. Prerequisites: GER101, or GER101AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

GER201    GER2201  4 Credits
Intermediate German I
Review of essential grammar of the German language and study of the German culture. Continued practice and development of reading, writing, and speaking skills. Prerequisites: GER102, or GER102AA, or two years of high school German, or permission of Department or Division. Completion of prerequisites within the last three years is required.

GER202    GER2202  4 Credits
Intermediate German II
Continued development of German language skills and continued study of the German culture. Prerequisites: GER201 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Health Related (HCC, HCR, HES)

HCC109  0.5 Credit
CPR for the Health Care Provider
Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defibrillation and resuscitation equipment. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

HCC130  3 Credits
Fundamentals in Health Care Delivery
Overview of current health care professions including career and labor market information. Health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Workers rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AA  0.5 Credit
Health Care Today
Overview of current health care professions including career and labor market information. Health care delivery systems, third-party payers, and facility ownership. Health organization structure, patient rights and quality care. Prerequisites: None.

HCC130AB  0.5 Credit
Workplace Behaviors in Health Care
Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Prerequisites: None.

HCC130AC  0.5 Credit
Personal Wellness and Safety
Introduces healthful living practices to include nutrition stress management and exercise. Includes Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Prerequisites: None.

HCC130AD  0.5 Credit
Communication and Teamwork in Health Care Organizations
Emphasis on basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AE  0.5 Credit
Legal Issues in Health Care
Basic legal terminology used in the health care setting. Legal concepts related to health care employment, medical documentation, and communication. Introduction to regulatory requirements in health care. Prerequisites: None.

HCC130AF  0.5 Credit
Decision Making in the Health Care Setting
Principles and application of a decision making model. Description and application of ethics and process improvement and the relationship of both to the decision making model. Prerequisites: None.

HCC145  3 Credits
Medical Terminology for Health Care Workers
Medical terminology used in health care, with special care populations and in special services. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AA  1 Credit
Medical Terminology for Health Care Workers I
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AB  1 Credit
Medical Terminology for Health Care Workers II
Additional medical terms used in health care. Body systems approach to more detailed terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using standard word parts. Common abbreviations and symbols and term spelling. Prerequisites: HCC145AA.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

HCC145AC  1 Credit
Medical Terminology for Health Care Workers III
Medical terminology used with special care populations and in special services. Includes obstetric, pediatric, mental health, diagnostic imaging, oncology, and surgery terms. Use of word parts and term spelling. Prerequisites: HCC145AA and HCC145AB, or HCC146.

HCC146  2 Credits
Common Medical Terminology for Health Care Workers
Common medical terms used in health care. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCR210  3 Credits
Clinical Health Care Ethics
An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts. Prerequisites: ENG102 or ENG108 or permission of Instructor.

HES100  3 Credits
Healthful Living
Health and wellness and their application to an optimal life style. Explores current topics of interest such as stress management, nutrition, fitness, and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None.

HES105  1 Credit
Finding Health Information Online
Development of skills and competency in accessing, evaluating, and using online medical and health information resources. Prerequisites: None.

HES106  0.5 Credit
Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)
Basic overview of Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). Covers choking procedures and the importance, guidelines, and techniques for performing CPR and utilizing an AED. Prerequisites: None.

HES154  3 Credits
First Aid/Cardiopulmonary Resuscitation
Cardiopulmonary Resuscitation (CPR) and first aid for the adult, child and infant patients includes Automated External Defibrillator(AED), rescue breathing, obstructed airway, and other first aid procedures. Designed to train citizen responders in skills and procedures required during emergency situation. Prerequisites: None.

HES271*  3 Credits
Prevention and Treatment of Athletic Injuries
Prevention and care of athletic injuries, emphasizing use of modern training techniques and support materials. Utilization of preventive taping, strapping, bandaging, cardiopulmonary resuscitation, massage, cryotherapy, hydrotherapy, and practical application of muscle reconditioning. Prerequisites: None.

HES275*  3 Credits
Rehabilitation and Therapeutic Interventions in Sports Medicine
Exploration of current trends in the basic and advanced methodologies used in the rehabilitation of athletic injuries. Incorporates demonstrations of injury-appropriate strength and fitness training and therapeutic exercise techniques. Prerequisites: HES271.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

History (HIS)

HIS100  3 Credits
History of Western Civilization to Middle Ages
Survey of the origin and development of Western civilization and its institutions from prehistory through the Ancient World and the Middle Ages. Prerequisites: None.

HIS101  3 Credits
History of Western Civilization Middle Ages to 1789
Survey of origin and development of Western civilization and its institutions from the Renaissance and Reformation through Age of Enlightenment. Prerequisites: None.

HIS102  3 Credits
History of Western Civilization 1789 to Present
Survey of origin and development of Western civilization and its institutions from the French Revolution through the present. Prerequisites: None.

HIS103  3 Credits
United States History to 1865
The political, economic, and social development of United States from the Pre-Columbian period through the end of the Civil War (1865). Prerequisites: None.

HIS104  3 Credits
United States History 1865 to Present
The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.

HIS105  3 Credits
Arizona History
The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona’s political and economic development during the twentieth century. Prerequisites: None.

HIS106*  3 Credits
World History to 1500
Survey of the economic, social, cultural, and political elements of world history from the beginning of human civilization to 1500. Prerequisites: None.

HIS111  3 Credits
World History 1500 to the Present
Survey of the economic, social, cultural, and political elements of world history from 1500 to the present. Prerequisites: None.

HIS145  3 Credits
History of Mexico
Survey of the political, economic, and social forces which have shaped the development of Mexico from pre-Columbian times to the present. Prerequisites: None.

HIS204*  3 Credits
African-American History 1865 to Present
Multifaceted experiences of African-American people from the post-Civil War period (1865) to the present, including the collective struggle for freedom, equality, and self-determination in the United States. Prerequisites: None.

HIS277  3 Credits
The Modern Middle East
Survey of the political, religious and economic development of the Middle East since 1500. Emphasis on the decline of the Moslem empire(s), the resurgence of contemporary Pan-Arabism, the Palestinian-Israeli question, jihadism, fundamentalist terrorism, the Taliban and Al Qaeda, and the impact of oil production on the region and the rest of the world. Prerequisites: None.

Human Services Administration (HSA)

HSA113*  2 Credits
Family Assistance Computer System Overview
Overview of the computer system used in the Family Assistance Administration office. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual emphasized. Role and responsibilities of an eligibility interviewer covered. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA116*</td>
<td>3</td>
<td>Nutrition Assistance Determination</td>
<td>Overview of Federal and State policies and procedures for determining eligibility for assistance payments. Includes Nutrition Assistance payments eligibility determination, general assistance applications, expedited services, presumptive eligibility, recertification applications and eligibility reviews. Prerequisites: HSA113.</td>
<td></td>
</tr>
<tr>
<td>HSA118*</td>
<td>3</td>
<td>Medical Assistance Determination</td>
<td>Overview of Federal and State policies and procedures for determining medical eligibility. Includes medical assistance eligibility determination, application procedures, non-financial and financial eligibility factors, emergency services for nonqualified non-citizens, duration of coverage, and decision notices and changes. Prerequisites: HSA113.</td>
<td></td>
</tr>
<tr>
<td>HSA119*</td>
<td>3</td>
<td>Unemployment Insurance Customer Service I</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>HSA121*</td>
<td>2</td>
<td>Unemployment Insurance Customer Service II</td>
<td>Inquiry call training for unemployment insurance claim representatives. Covers last employer definition, wage issues, and reinstatement. Prerequisites: HSA119.</td>
<td></td>
</tr>
<tr>
<td>HSA122*</td>
<td>2</td>
<td>Unemployment Insurance Claims Taking</td>
<td>Procedures for making claimant eligibility determinations and employer chargeability. Also includes interviewing techniques, required documentation and processes for generating determinations. Prerequisites: Permission of Department or Division.</td>
<td></td>
</tr>
<tr>
<td>HSA124*</td>
<td>2</td>
<td>Unemployment Insurance Adjudication I</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>HSA126*</td>
<td>2</td>
<td>Unemployment Insurance Adjudication II</td>
<td>Examination of advanced eligibility issues. Special types of adjudications including administrative penalties, retirement/pension and educational wages. Prerequisites: HSA124.</td>
<td></td>
</tr>
<tr>
<td>HSA127*</td>
<td>2</td>
<td>Family Assistance Procedures</td>
<td>Practical application of Family Assistance procedures. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual and procedures to complete medical and nutrition assistance determinations. Interview techniques and procedures also covered. Prerequisites: HSA113.</td>
<td></td>
</tr>
<tr>
<td>HSA128*</td>
<td>2</td>
<td>Cash Assistance Determination</td>
<td>Overview of Federal and State policies and procedures for determining cash assistance programs eligibility. Includes introduction to the interview process, interviewing techniques, initial applications, forms processing, and different payments methods for cash programs. Prerequisites: HSA113.</td>
<td></td>
</tr>
<tr>
<td>HSA129*</td>
<td>2</td>
<td>Cash Assistance Procedures</td>
<td>Practical application of Cash Assistance procedures. Use of the Arizona Technical Eligibility Computer System and Department of Economic Security Family Assistance Administration (DES FAA) policy manual and procedures to complete cash assistance determinations. Includes forms completion and applicant rights and responsibilities. Prerequisites: HSA128.</td>
<td></td>
</tr>
<tr>
<td>HSA160*</td>
<td>3</td>
<td>Employment Assistance Administration I</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

**HSA162**
*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**
*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**
*Employment Assistance Administration Lab II*
Practical application of the Job Opportunities and Basic Skills (JOBS) Program Automated System (JAS). Includes procedures for verification and monitoring of work and community experience in addition to exclusions and deferrals. Also covers sanction procedures, dispute resolution, fair hearings, grievances, and appeals procedures. Prerequisites: HSA163.

**HSA226**
*Cash Assistance Advanced Determination*
Cash Assistance programs eligibility determination including regular Cash Assistance (CA), Two Parent Employment Program (TPEP), Grant Diversion (GD), and Kinship Care cash programs. Also covers all welfare reform policy including Family Benefit Cap Period (FBCP), Lifetime Benefit Limit (LIBL), and cooperation with Jobs and the Division of Child Support Enforcement (DCSE). Prerequisites: HSA129.

## Humanities (HUM)

**HUM101**
*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**
*Contemporary Humanities*
An exploration of human expression in contemporary arts and sciences. Prerequisites: None.

**HUM201**
*Humanities: Universal Themes*
Study of worldviews in a variety of historical and contemporary world cultures, including analysis of origin and creation myths, artistic expression, spirituality, and the natural environment. Prerequisites: None.

**HUM205**
*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**
*Introduction to Television Arts*
History and development of electronic media and its impact on popular arts. Prerequisites: None.

**HUM210**
*Contemporary Cinema*
A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.

**HUM225**
*Introduction to Popular Culture*
Introduction to major topics in the field of popular culture studies. Includes basic theories, methods, and concepts used to analyze popular culture texts and practices. Prerequisites: ENG101 or ENG107.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

HUM250  3 Credits  
Ideas and Values in the Humanities  
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: ENG101.

HUM251  3 Credits  
Ideas and Values in the Humanities  
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the Renaissance to modern period, including Western and Non-Western cultures. Prerequisites: ENG101.

Industry (IND)  

IND110*  1 Credit  
Introduction to the Printing Industry  
Brief history/introduction of graphic arts technologies including printing, photography, graphics and text. Safety and health practices, job estimating and trade customs as well as legal restrictions and requirements covered. Prerequisites: None.

IND111*  3 Credits  
Paper, Binding and Finishing Techniques  
Finishing techniques and binding styles of paper. Covers paper properties, requirements, and grades. Various finishing and binding styles emphasized. Prerequisites: None.

IND112*  2 Credits  
Lithographic Inks and Offset Press Operations  
Basic overview of lithographic inks and offset press operations. Sheet-fed and web-fed offset presses emphasized. Prerequisites: None.

IND133  3 Credits  
Speaking in Business  
Practical, effective speech techniques for everyday business interactions. Listening skills and stages of and barriers to the perception process. Examination of effective message preparation skills and communication styles and techniques. Interaction emphasizing conflict management and resolution in oral communication. Prerequisites: None.

Infant/Toddler Development (ITD)  

ITD200  3 Credits  
The Physical Child: Birth to Age Three  
Examines the physical aspects of child growth and development in the first three years of life in the context of contemporary communities. Includes nutrition and feeding, health and safety, motor skills and exercise, neurological development, and identification of developmental delay. Prerequisites: CFS/ECH176, or CFS235, or EED205.

ITD210  3 Credits  
Early Attachments, Relationships, and Families: Birth to Age Three  
Explores the attachment process and relationships within families. Considers contemporary social contexts where children develop a concept of self, self-regulation, and interaction skills with children and adults. Examines social-emotional development, societal stresses, and supportive professional roles and responsibilities. Prerequisites: CFS/ECH176, or CFS235, or EED205.

ITD220  3 Credits  
Cognition and Communication: Birth to Age Three  
Examines the cognitive development and language acquisition of infants and toddlers. Considers the role of people and daily environments on development. Also covers disabilities and developmental delays as well as major theories and research in the field. Prerequisites: CFS/ECH176, or CFS235, or EED205.

Information Studies (IFS)  

IFS201  3 Credits  
Research in the Digital Age  
Development of skills and competency in accessing, evaluating and using information resources while examining the social and historical context, as well as the technological implications of the use and organization of information. Prerequisites: A grade of “C” or better in ENG101 or ENG107.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

IFS210  3 Credits
Research in a Global Society
A comparative study focused on access to digital information in a global environment. Explore the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society. Examine emerging technologies to produce and distribute information across cultures in a global society in an ethical manner. Prerequisites: None. Course Notes: IFS210 may be repeated for a total of six (6) credit hours.

Interior Design (INT)

INT105  3 Credits
Introduction to Interior Design
Introduction to the profession of interior design, including design process, elements and principles of design, and basic concepts of space planning and furniture layout. Development of design vocabulary relative to architectural details, furnishings, and finishes. Prerequisites: None.

INT120  3 Credits
Modern Architecture and Furniture
Survey of the development of furniture, interiors, and architecture from the 19th Century to the present. Emphasis is on modern architects and designers. Prerequisites: None.

INT150  3 Credits
Color and Design
Introduction to the theory and application of color as related to the elements and principles of design. Light and its effect on color. Emphasis on the development of presentation skills for the field of interior design. Prerequisites: None.

Japanese (JPN)

JPN101  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 permission of Department or Division. Completion of prerequisites within the last three years is required.

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 permission of Department or Division. Completion of prerequisites within the last three years is required.

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 permission of Department or Division. Completion of prerequisites within the last three years is required.

Journalism (JRN)

JRN133*  3 Credits
Development of Small Publications
Design, plan and write newsletters, brochures, and advertisements. Desktop computer production and paste-up techniques. Computer experience and (BPC138AA or BPC138AB) suggested but not required. Prerequisites: None.

Latin (LAT)

LAT101  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.

*SUN denotes courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

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 Department or Division. Completion of prerequisites within the last three years is required.

LAT201*  4 Credits
Intermediate Latin I
Introduction to translation technics using selections from various authors; emphasis on use of primary texts. Prerequisites: LAT102. Completion of prerequisites within the last three years is required.

LAT202*  4 Credits
Intermediate Latin II
Refinement of translation techniques using selections from Virgil's Aeneid; emphasis on use of language and meter. Prerequisites: LAT201. Completion of prerequisites within the last three years is required.

Law Enforcement Technology (LET)

LET100*  1 Credit
Introduction to Law Enforcement Technology
Overview of law enforcement and administration of criminal justice system. Course outlines the criminal justice process from arrest to final disposition. Also includes the relationship between the branches of government and various components of the criminal justice system. Prerequisites: Permission of Department or Division.

LET102*  4 Credits
Criminal Investigation
Overview of specialized techniques for the investigation of various types of crimes. Includes technology in police data processing operations as well as the nature and structure of various types of specialized crimes and crime groups. Also introduces techniques for interviewing and interrogation. Prerequisites: Permission of Department or Division.

LET106  2 Credits
Patrol Procedures
Overview of the types and purposes of police patrol; including vehicle patrol and routine patrol procedures, mediation, and management of crisis situations. Emphasis on citizen protection, crime prevention, and identification and apprehension of suspects. Prerequisites: None.

LET109  2 Credits
Criminal Law
Overview of the basic concepts and terminology of statutory law. Examination of some of the most frequently used sections. Prerequisites: None.

LET110  3 Credits
Fundamentals of Law Enforcement
Overview of law enforcement fundamentals and components of the criminal justice system. Covers various aspects of law enforcement including the history, management and supervision, ethics and professionalism, stress management as well as victimology, interpersonal communication, crime prevention and community policing issues. Prerequisites: None.

LET111*  2 Credits
Tactical Driving
Overview of basic defensive driving techniques, dynamics of moving vehicles, the driving task, and driving a vehicle under hazardous conditions. Includes theory of high speed vehicle control while in pursuit, methods to successfully stop fleeing vehicles, psychological and physiological factors, liability issues, and methods for reducing the risks of pursuit. Prerequisites: Permission of Department or Division.

LET112*  2 Credits
Introduction to Juvenile Corrections
Introduction to the Arizona Department of Juvenile Corrections. Includes the philosophy, mission, vision, and goals of the department in addition to juvenile corrections statistics and jurisdiction issues. Also covers programs available to youth in the department as well as agency information policy and access. Standards of conduct also covered. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET113*</td>
<td>2 Credits</td>
<td>Juvenile Corrections Procedures</td>
</tr>
<tr>
<td>LET114*</td>
<td>3 Credits</td>
<td>Juvenile Corrections Officer Skills</td>
</tr>
<tr>
<td>LET115*</td>
<td>2 Credits</td>
<td>Crisis Intervention in Juvenile Corrections</td>
</tr>
<tr>
<td>LET116*</td>
<td>3 Credits</td>
<td>Adolescent Treatment Issues</td>
</tr>
<tr>
<td>LET117*</td>
<td>3 Credits</td>
<td>Juvenile Corrections Supervision</td>
</tr>
<tr>
<td>LET118*</td>
<td>3 Credits</td>
<td>Legal Issues in Juvenile Corrections</td>
</tr>
<tr>
<td>LET119*</td>
<td>1 Credit</td>
<td>Community Relations</td>
</tr>
<tr>
<td>LET120*</td>
<td>2 Credits</td>
<td>Juvenile Corrections Housing Unit Operations</td>
</tr>
<tr>
<td>LET125</td>
<td>2 Credits</td>
<td>Legal Aspects of Law Enforcement</td>
</tr>
<tr>
<td>LET127</td>
<td>2 Credits</td>
<td>Field Problems</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET130*</td>
<td>2</td>
<td>Detention Officer Training</td>
<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>
</tr>
<tr>
<td>LET132*</td>
<td>3</td>
<td>Introduction to Correctional Law</td>
<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>
</tr>
<tr>
<td>LET134*</td>
<td>2</td>
<td>Special Needs Issues and Communication</td>
<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>
</tr>
<tr>
<td>LET135*</td>
<td>2</td>
<td>Problem Solving and Crisis Management</td>
<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>
</tr>
<tr>
<td>LET138*</td>
<td>1</td>
<td>Detention Officer Emergency Procedures</td>
<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>
<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>
<tr>
<td>LET141*</td>
<td>4</td>
<td>Detention Defensive Tactics</td>
<td>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.</td>
</tr>
<tr>
<td>LET143*</td>
<td>3</td>
<td>Physical Conditioning and Wellness</td>
<td>Emphasis on developing physical fitness for the participants through mental and physical conditioning, structured exercise, and classroom education. Basic elements of strength training, aerobic conditioning, flexibility, and nutrition. Prerequisites: Permission of Department or Division.</td>
</tr>
<tr>
<td>LET144*</td>
<td>2</td>
<td>Detention Officer Field Training</td>
<td>Field training procedures for the detention facility officer. Includes officer communication, safety, and security as well as procedures for handling emergency situations in the detention facility. Also covers Order of Protection, Injunction against Harassment, and visitation responsibilities. Prerequisites: Permission of Department or Division.</td>
</tr>
</tbody>
</table>

* Courses offered through an Educational Partnership and Customized Training program only.
# Course Descriptions

**LET145**  
**5 Credits**

**Arrest/Defense Tactics**
Proper use of lethal and non-lethal defensive tactics, techniques of stopping and approaching suspects in vehicles and on foot, and the custody and transportation of prisoners. Emphasis on basic safety and protection for both the officer and violator during initial contact, arrest, and transportation. Prerequisites: Permission of Department or Division.

**LET146**  
**1 Credit**

**Officer Survival**
Overview of skills and techniques for officer survival. Tactical thinking, critical incident stress, entry techniques and emergency plans as well as basic high risk traffic stops and search warrants covered. Limitations of the mind and body in a crisis also covered. Prerequisites: None.

**LET148**  
**3 Credits**

**Detention Officer Field Training Lab**
Application of field training procedures for the detention facility officer. Includes communication and documentation requirements as well as officer safety in the tower and on the floor. Also covers procedures for handling emergency situations and management of special populations within the detention facility. Prerequisites: Permission of Department or Division.

**LET150**  
**3 Credits**

**Firearms I**
Overview of firearms usage. Covers firearms safety and nomenclature, basic firearms usage techniques, and firearms care and cleaning. Prerequisites: Permission of Department or Division.

**LET151**  
**2 Credits**

**Firearms II**
Practical application of firearms usage. Covers loading and unloading ammunition, firearm safety, daytime and nighttime firing techniques and shooting positions. Emphasis on qualification courses. Prerequisites or Corequisites: LEO/LET150.

**LET152**  
**2 Credits**

**Tactical Weapons**
Basic impact weapons and handgun fighting. Emphasis on handgun, expandable/straight baton and side handle baton operations, including impact weapon targets and use of force. Includes importance of physical fitness, stress factors, and techniques for engaging suspects. Prerequisites: Permission of Department or Division.

**LET155**  
**3 Credits**

**General Instructor Certification**
Designed to aid persons responsible for training in the workplace. Emphasis on motivating the adult learner, systematic training, planning and evaluating performance. Prerequisites: None.

**LET156**  
**2 Credits**

**First Aid**
First aid in a law enforcement environment, including impaired breathing, cardiac conditions, resuscitation, control of bleeding, movement of injured persons, shock, injury, and legal and civil issues associated with rendering emergency care. Prerequisites: None.

**LET158**  
**2 Credits**

**Fundamentals of First Aid Care for Law Enforcement**
Fundamentals of first aid for the law enforcement officer. Includes the legal responsibility of the law enforcement officer in emergency situations, including tactical response considerations and documentation requirements. Covers identification and treatment of various injuries and illnesses including heart attack, stroke, and impaired breathing. Also covers procedures for performing cardiopulmonary resuscitation and use of the Automated External Defibrillator (AED). Prerequisites: None.

**LET160**  
**1 Credit**

**Correctional System Ethics and Professionalism**
Overview of policies and guidelines with respect to professionalism and ethics in the correctional system. Includes workforce diversity, staff-inmate relations, and harassment issues. Also covers the definition of ethics and the basis for ethical decision making. Prerequisites: Permission of Department or Division.

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LET162*</td>
<td>3</td>
<td>Introduction to Inmate Management</td>
</tr>
<tr>
<td>LET164*</td>
<td>1</td>
<td>Correctional Information Systems</td>
</tr>
<tr>
<td>LET166*</td>
<td>2</td>
<td>Correction Officers Safety and Weapon Training</td>
</tr>
<tr>
<td>LET167*</td>
<td>2</td>
<td>Correctional Sergeant Leadership</td>
</tr>
<tr>
<td>LET168*</td>
<td>2</td>
<td>Inmate Security Procedures I</td>
</tr>
<tr>
<td>LET169*</td>
<td>3</td>
<td>Inmate Security Procedures II</td>
</tr>
<tr>
<td>LET170*</td>
<td>2</td>
<td>Security, Custody and Control Procedures</td>
</tr>
<tr>
<td>LET172*</td>
<td>2</td>
<td>Conflict and Crisis Management</td>
</tr>
<tr>
<td>LET176*</td>
<td>2</td>
<td>Medical and Mental Health</td>
</tr>
<tr>
<td>LET178*</td>
<td>3</td>
<td>Physical Fitness and Self-Defense Training</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*

**LET162**: 3 Credits

*Introduction to Inmate Management*

Effective inmate management techniques. Includes components of effective management and use of officer discretion. Criminal justice system also covered. Procedures for dealing with inmate discipline and classification, grievances, and use of force determinations. Prerequisites: Permission of Department or Division.

**LET164**: 1 Credit

*Correctional Information Systems*

Overview of policies and guidelines for professional and effective distribution of information within the correctional system, including regulations governing two-way radio operation and use of a field notebook. Prerequisites: Permission of Department or Division.

**LET166**: 2 Credits

*Correction Officers Safety and Weapon Training*

Basic shooting principles of the weapons used by correctional officers. Includes nomenclature, handling, loading and firing of the service handgun, rifle, shotgun and 37mm gas gun. Lawful use of chemical agents including identification, coding, delivery and decontamination procedures. Prerequisites: Permission of Department or Division.

**LET167**: 2 Credits

*Correctional Sergeant Leadership*

Examination of leadership skills, duties and responsibilities, and procedures for sergeants in correctional facilities. Includes leading and creating an environment that motivates employees, effective communication, professionalism, and staffing/roster management procedures. Also covers procedures for the Incident Command System (ICS), Designated Area Response Team (DART), and performance evaluations for correctional employees. Prerequisites: Permission of Department or Division.

**LET168**: 2 Credits

*Inmate Security Procedures I*

Procedures for dealing with inmate security. Includes progressive behavior control and protective segregation. Inmate count, personal property inventory, mail handling procedures, and forced cell move procedures also covered. Prerequisites: Permission of Department.

**LET169**: 3 Credits

*Inmate Security Procedures II*

Security procedures for handling inmates. Covers searches, contraband, monitoring of inmates and perimeter checks. Transportation of inmates, use of restraints and driving skills including preventable collisions included. Prerequisites or Corequisites: LET168.

**LET170**: 2 Credits

*Security, Custody and Control Procedures*

Procedures for maintaining security and control within a correctional institution. Includes custody levels, roles of staff and essential components with regards to span-of-control. Also covers procedures for dealing with crime scene management, fires and emergency situations. Prerequisites: Permission of Departmental or Division.

**LET172**: 2 Credits

*Conflict and Crisis Management*

Conflict and crisis management techniques for correctional institutions. Effecting positive, non-forceful resolutions to potentially violent situations. Emphasis on officer and inmate safety. Prerequisites: Permission of Department or Division.

**LET176**: 2 Credits

*Medical and Mental Health*

Responsibilities of the correctional system staff with regards to medical and mental health of inmates. Includes basic first aid, basic life support, and supervision and care for mentally ill and impaired inmates. Also includes drug and substance abuse and communicable disease control. Prerequisites: Permission of Department or Division.

**LET178**: 3 Credits

*Physical Fitness and Self-Defense Training*

Physical and self defense training for correctional officers. Emphasis on aerobic power, muscular strength, endurance, and flexibility. Includes necessary and legal self defense along with techniques for protection of self and others in physical confrontations. Also includes training guidelines, safety issues and the benefits of good physical fitness. Prerequisites: Permission of Department or Division.
Course Descriptions

LET179* 2 Credits
Traffic Enforcement Procedures
Overview of operational procedures for traffic enforcement officers. Covers pursuits, roadblocks, and report writing as well as sudden custody death syndrome. Incident command system also covered. Prerequisites: Permission of Department or Division.

LET183* 2 Credits
Traffic Offenses
Transportation law provisions. Covers Arizona Revised Statute (ARS) Title 28, drug transportation, and contraband as well as civil and criminal traffic laws. Traffic offenses, violation name, and classification included. Prerequisites: Permission of Department or Division.

LET188* 3 Credits
Vehicle Inspection
Commercial vehicle inspection procedures. Covers driver and vehicle commercial transportation regulated by Arizona Revised Statutes (ARS) 28 and 29. Includes transportation of hazardous materials, various vehicle components and systems, towaway operations, and inspection reports. Permission of Department or Division.

LET190* 1 Credit
Human Communications and Relations
Overview of human communication and human relations, with special emphasis on techniques used to overcome problems of communication. Covers various communication methods used in dealing with the community and techniques for handling crisis situations. Prerequisites: Permission of Department or Division.

LET195* 2 Credits
Proficiency Skills for Fire Investigators
Proficiency skills required of the fire investigator. Includes physical conditioning and wellness as well as defensive tactics and vehicle operations. Prerequisites: Permission of Department or Division.

LET196* 1 Credit
Patrol Procedures for Fire Investigators
Patrol and off-duty responsibilities procedures for fire investigators. Includes domestic violence authority as well as priorities for handling crimes in progress. Also covers communication procedures and restrictions. Prerequisites: Permission of Department or Division.

LET197* 2 Credits
Firearms for Fire Investigators
Firearms training for the fire investigator. Includes firearm safety and procedures, including daytime and nighttime firing techniques and shooting positions. Practical application in a field environment. Prerequisites: Permission of Department or Division.

LET198* 1 Credit
Criminal Investigations for Fire Investigators
Overview of procedures for conducting special criminal investigations. Responsibilities of the fire investigator with regard to death investigations, and assault and burglary cases. Also covers gangs and gang activity in addition to narcotics and dangerous drug investigations. Prerequisites: Permission of Department or Division.

LET201* 2 Credits
Physical Fitness Instructor Certification
Covers skills necessary to instruct and conduct physical fitness tests using the Cooper Institute for Aerobics Research standards and the Peace Officer Physical Aptitude Test (POPAT) standards. Also covers basics of human anatomy, strength training and aerobic conditioning as well as nutrition and prevention of injuries. Prerequisites: Permission of Department or Division.

LET202 2 Credits
Traffic Procedures
Overview of traffic procedures. Includes citations and warnings, traffic control, accident investigation, and dealing with impaired drivers. Prerequisites: None.

LET203 2 Credits
Report Writing
Overview of types of parts of reports. Includes elements of composition; characteristics of reports; substance; conclusions; statistics; accurate and complete descriptions of persons and property; and the importance of notes, their preservation, and final use. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

**LET211**  2 Credits
**Criminalistics**
Study of fingerprinting, crime scene processing, preliminary investigations and crime scene management. Prerequisites: None.

**LET223**  1 Credit
**Search and Seizure**
Overview of statutes, constitutional requirements, and case law covering search and seizure. Includes procedures for obtaining and serving a search warrant, as well as, procedures for searching persons, premises and vehicles. Prerequisites: None.

**LET241***  3 Credits
**Public Safety Report Writing**
Overview of public safety report preparation and writing. Emphasis on critical thinking and communication skills. Field notes and report preparation steps as well as format and characteristics included. Also covers public safety report usage. Prerequisites: None.

**LET243**  4 Credits
**Search Warrant Preparation**
Overview of statutes, constitutional requirements, and case law covering searches, seizures, and detentions relative to the search warrant process. Includes procedures and tactical considerations for obtaining and serving search warrants. Also covers review and documentation of probable cause related to property, persons, and drug-related crimes within a search warrant affidavit as well as search warrant draft procedures. Prerequisites: LET225 or permission of Department or Division.

**LET250***  2 Credits
**DUI Detection**
Overview of alcohol-related DUI enforcement and general deterrence, DUI detection and description techniques, legal statutes, Standardized Field Sobriety Test (SFST’s) procedures, DUI arrest process, report writing, courtroom testimony techniques and drug detention techniques. Prerequisites: Permission of Department or Division.

**LET260***  3 Credits
**Traffic Accident Investigation**
Overview of accident investigation techniques. Types of friction marks, debris, physical evidence on the roadway and from the vehicle. Human factors and reaction times also covered. Measurement and calculations emphasized. Prerequisites: MAT102 or permission of instructor.

**LET279AA***  4 Credits
**Field Training: Phase I**
Introduction to the Field Training Program. Overview of standards for officers in training. Also includes vehicle inspection, traffic stops, writing citations, and field interview cards. Use of the radio and Mobil Data Terminal (MDT) covered. Integration of radio and MDT use while driving patrol emphasized. Prerequisites: Permission of Department or Division.

---

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

LE2T79AB*  4 Credits
Field Training: Phase II
Field training communication skills. Procedures for interview and interrogation skills, as well as strategies for conflict resolution. Covers standards for effective report writing in addition to requirements for callback, arrest and field reports. Also includes procedures for completing bookings. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division.

LE2T79AC*  5 Credits
Field Training: Phase III
Continuation of field training. Procedures in arrest of suspects driving under the influence (DUI) and for investigating accidents emphasized. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division.

LE2T79AD*  4 Credits
Field Training: Phase IV
Culmination of field training. Self initiated field activity, ‘On-view’ cases emphasized. Integration of recognizing activity that is suspicious in nature or illegal and appropriate action. Standards for officers in training also evaluated. Prerequisites: Permission of Department or Division.

LE2T82  4 Credits
Police Roles and Responsibilities
Analysis of the various roles and responsibilities of law enforcement agencies and officers. Interaction with other elements of the criminal justice system included. Also covers jurisdiction issues and relationships, adult justice systems and juvenile justice systems. Prerequisites: None.

LE2T84  4 Credits
Professionalism Within Policing
Examination of police authority and responsibilities with an emphasis on ethical decision-making. Includes organizational strategies for promoting high levels of integrity and professionalism. Case law with relation to organizational and individual officer liability also covered. Prerequisites: None.

LE2T85AA*  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: LET2T85AA may be repeated for a total of four (4) credit hours.

LE2T85BA  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: LET2T85BA may be repeated for a total of four (4) credit hours.

LE2T85CA*  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: LET2T85CA may be repeated for a total of four (4) credit hours.

LE2T86  4 Credits
Modern Policing Strategies
Overview of community policing programs and problem-solving models. Covers the origins, meaning and development of policing programs. Contemporary programs covering the implementation and evaluation of community policing strategies are emphasized. Prerequisites: None.

Management (MGT)

MGT101  3 Credits
Techniques of Supervision
Overview of the foundations of supervision and how to get things done within an organization through other people. The functions of planning, organizing, staffing, motivating and controlling presented. Prerequisites: None.

MGT175  3 Credits
Business Organization and Management
Covers basic principles of managing quality and performance in organizations. Covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT179</td>
<td>3</td>
<td><strong>Utilizing the Human Resources Department</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>MGT180</td>
<td>3</td>
<td><strong>Retail Management</strong></td>
<td>The role of management in retailing and retail performance. Challenges and processes of retail management across various institutions. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>MGT229</td>
<td>3</td>
<td><strong>Management and Leadership I</strong></td>
<td>Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>MGT230</td>
<td>3</td>
<td><strong>Management and Leadership II</strong></td>
<td>Includes practical applications of activities, issues, and problems related to current managerial and supervisory skills and talents. Prerequisites: MGT229 or permission of Department or Division.</td>
<td></td>
</tr>
<tr>
<td>MGT251</td>
<td>3</td>
<td><strong>Human Relations in Business</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>MGT253</td>
<td>3</td>
<td><strong>Owning and Operating a Small Business</strong></td>
<td>Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>MGT270AB*</td>
<td>2</td>
<td><strong>Management Internship</strong></td>
<td>Management work experience in a business or industry. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: MGT270AB may be repeated for a total of six (6) credit hours.</td>
<td></td>
</tr>
<tr>
<td>MGT276</td>
<td>3</td>
<td><strong>Personnel/Human Resources Management</strong></td>
<td>Human resource planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None. MGT101, or MGT175, or MGT229 suggested but not required.</td>
<td></td>
</tr>
</tbody>
</table>

### Marketing (MKT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT112*</td>
<td>1</td>
<td><strong>Retail Customer Service</strong></td>
<td>Introduction to the field of retail sales. Emphasis on customer service and sales techniques. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>MKT114*</td>
<td>1</td>
<td><strong>Retail Inventory Control</strong></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. Prerequisites: MKT112.</td>
<td></td>
</tr>
<tr>
<td>MKT267*</td>
<td>3</td>
<td><strong>Principles of Salesmanship</strong></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. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>MKT268</td>
<td>3</td>
<td><strong>Merchandising</strong></td>
<td>Surveys structure and operation of retail organizations. Emphasizes merchandising to include price, location, time promotion and quantity. Prerequisites: None. MKT271 suggested but not required.</td>
<td></td>
</tr>
<tr>
<td>MKT271</td>
<td>3</td>
<td><strong>Principles of Marketing</strong></td>
<td>An analysis of the marketing process and environment with regard to the product, pricing, distribution, and communication in order to satisfy buyer needs. Prerequisites: None.</td>
<td></td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

MKT296WA* 1 Credit
Cooperative Education
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student’s academic or career goals (student’s present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student’s major or career interest or with permission of the instructor.

Mathematics (MAT)

MAT082 3 Credits
Basic Arithmetic
Primary emphasis placed on fundamental operations with whole numbers, fractions, decimals, integers, and rational numbers; proportions, and percentages. Other topics include representations of data, geometric figures, and measurement. Prerequisites: Satisfactory score on district placement exam. Course Notes: Students may receive credit for only one of the following: MAT081, MAT082, or MAT083.

MAT092 3 Credits
Introductory Algebra
Linear behavior; linear equations and inequalities in one and two variables; graphs; systems of equations in two variables; function notation, graphs, and data tables; operations on polynomials; properties of exponents; applications. Prerequisites: A grade of “C” or better in MAT082 or successful completion of required Maricopa Modules or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT081, MAT082, or MAT083.

MAT112 3 Credits
Mathematical Concepts and Applications
A problem solving approach to mathematics as it applies to real-life situations. Development, use and communication of mathematical concepts and applications that relate to measurement, percentage, practical geometry, statistics, finance, and unit conversions. Prerequisites: A grade of “C” or better in MAT090, or MAT091, or MAT092, or MAT093, or successful completion of Maricopa Modules, or satisfactory score on District placement exam.

MAT122 3 Credits
Intermediate Algebra
Analysis of rational, radical, quadratic and exponential equations, functions and applications; graphs of radical, quadratic and exponential functions; operations on polynomial, rational, and radical expressions. Prerequisites: (A grade of “B” or better in MAT090, or MAT091, or MAT092, or MAT093), or successful completion of required Maricopa Modules, or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT120, MAT121, or MAT122.

MAT142 3 Credits
College Mathematics
College-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finance, and geometry. Prerequisites: (A grade of “B” or better in MAT090, or MAT091, or MAT092, or MAT093), or successful completion of Maricopa Modules, or satisfactory score on District placement exam, or a grade of “C” or better in MAT120, or MAT121, or MAT122. Course Notes: Students may receive credit for only one of the following: MAT140, MAT141, or MAT142.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

MAT150*  5 Credits  
College Algebra/Functions  
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of “C” or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam. Course Notes: May receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT151  4 Credits  
College Algebra/Functions  
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of “C” or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT151, MAT152, or MAT187.

MAT152*  3 Credits  
College Algebra / Functions  
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of B or better in MAT120 or MAT121 or MAT122 or equivalent or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT172  3 Credits  
Finite Mathematics  
An introduction to the mathematics required for the study of social and behavioral sciences. Includes combinatorics, probability, descriptive statistics, matrix algebra, linear programming and the mathematics of finance. Includes applications of technology in problem-solving. Prerequisites: Grade of “C” or better in MAT150, or MAT151, or MAT152, or MAT187 or equivalent, or satisfactory score on District placement exam.

MAT182  3 Credits  
Plane Trigonometry  
A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution. Prerequisites: Grade of C or better in MAT150 or MAT151 or MAT152 or equivalent or concurrent registration in MAT150 or MAT151 or MAT152 or satisfactory score on District placement exam. Course Notes: Students may receive credit for only one of the following: MAT182 or MAT187.

MAT187  5 Credits  
Precalculus  
A precalculus course combining topics from college algebra and trigonometry. Preparation for analytic geometry and calculus. Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on a placement test. Course Notes: Strongly recommended that students have some knowledge of trigonometry. Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT206  3 Credits  
Elements of Statistics  
Basic concepts and applications of statistics, including data description, estimation and hypothesis tests. Prerequisites: (A grade of “C” or better in MAT140 or MAT141 or MAT142) or (A grade of “C” or better in MAT150 or MAT151 or MAT152) or equivalent, or satisfactory score on District placement exam.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

MAT212 3 Credits
**Brief Calculus**
Introduction to the theory, techniques and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: Grade of “C” or better in MAT150, or MAT151, or MAT152, or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

MAT220* 5 Credits
**Calculus with Analytic Geometry I**
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of “C” or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT220 or MAT221.

MAT221 4 Credits
**Calculus with Analytic Geometry I**
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of “C” or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT220 or MAT221.

MAT225* 3 Credits
**Elementary Linear Algebra**
Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: Grade of “C” or better in MAT212 or MAT220, or MAT221, or equivalent.

MAT231 4 Credits
**Calculus with Analytic Geometry II**
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: Grade of “C” or better in MAT220, or MAT221, or equivalent. Course Notes: Student may receive credit for only one of the following: MAT230 or MAT231.

MAT241 4 Credits
**Calculus with Analytic Geometry III**
Multivariate calculus including vectors, vector-valued functions, partial differentiation, multiple integration and an introduction to vector fields. Prerequisites: Grade of “C” or better in MAT230 or MAT231. Course Notes: Student may receive credit for only one of the following: MAT240 or MAT241.

MAT256 4 Credits
**Investigating Quantity: Number, Operations and Numeration Systems**
Explore number, numeration systems and operations on numbers. Techniques of problem solving with an emphasis on exploring a variety of strategies. Use a variety of visualization techniques to develop a conceptual understanding of these topics. Prerequisites: A grade of “C” or better in (MAT150 or MAT151 or MAT152 or higher), or a grade of “C” or better in [(MAT120 or MAT121 or MAT122) and (MAT140 or MAT141 or MAT142 or higher)], or [a grade of “C” or better in (MAT140 or MAT141 or MAT142) and satisfactory score on District placement exam to permit enrollment in (MAT150 or MAT151 or MAT152 or higher)]. Course Notes: MAT256 is designed to meet requirements for prospective elementary education teachers.

MAT257 4 Credits
**Investigating Geometry, Probability and Statistics**
Explores geometry, measurement, probability and statistics. Uses visualization, technologies, problem solving, reasoning and proof to develop a conceptual understanding of these topics. Prerequisites: MAT256 or permission of Instructor. Course Notes: MAT257 is designed to meet the requirements for prospective elementary education teachers.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

**MAT262**  3 Credits
**Differential Equations**
Ordinary differential equations with applications including LaPlace transforms with numerical methods. Prerequisites: Grade of "C" or better in MAT230 or MAT231 or equivalent.

**MAT276**  4 Credits
**Modern Differential Equations**
Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of "C" or better in MAT230 or MAT231 or permission of Department or Division.

**MAT277**  3 Credits
**Modern Differential Equations**
Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of "C" or better in MAT230, or MAT231, or permission of Department or Division.

**Music: History/Literature**  (MHL)

**MHL140**  3 Credits
**Survey of Music History**
Study of composers, compositions, styles, and periods in music history. Prerequisites: None.

**MHL143**  3 Credits
**Music in World Cultures**
Non-European musical traditions including the study of music in rituals, musical instruments and the impact of cultures on musical styles. Prerequisites: None.

**MHL145**  3 Credits
**American Jazz and Popular Music**
The study of cultural and social contributions to the evolution of American jazz and popular music from the mid-1800's to present. Prerequisites: None.

**MHL153**  3 Credits
**Rock Music and Culture**
History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None.

**Music: Performance (MUP)**

**MUP131**  2 Credits
**Class Piano I**
Development of beginning piano techniques and the fundamentals of music including basic hand position, music reading skills of melodic and harmonic material, major scales, transposition, and harmonizations including the I, IV, V7 chords. Prerequisites: None

**Music: Theory/Composition**  (MTC)

**MTC105**  3 Credits
**Music Theory I**
The chronological study of music theory including: harmony, melody, texture, structure and timbre through analysis, original compositions and basic exercises to demonstrate musical concepts. Prerequisites: MTC100, or MTC101, or permission of instructor. Corequisites: MTC106.

**MTC106**  1 Credit
**Aural Perception I**
The development of listening and performing skills through dictation, sight singing and keyboard harmony. Prerequisites: None. Corequisites: MTC105.

**Nursing: Continuing Education**  (NCE)

**NCE228**  3 Credits
**Holistic Nursing Fundamentals-Certification Exam Preparation**
Preparation for the holistic nursing certification examination. Includes holistic nursing philosophy, foundations, core values, standards, and principles. Covers self-care and self-reflection, theories, Integrative Health and Wellness Assessments (IHWA), in addition to development of goals, and strategies for implementation of individualized care plans. Also includes complementary modalities as well as theories and research in the field of holistic nursing. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

Office Automation Systems (OAS)

OAS107*  1 Credit
Professional Telephone Techniques
Proper telephone techniques and professional business manners Prerequisites: None.

OAS120*  3 Credits
Financial Record Keeping
Computerized application of concepts and procedures of office record keeping; includes finance and personnel records, inventory systems, banking procedures and cash control; decision-making process for solving financial problems. Prerequisites: None.

OAS125*  3 Credits
Introduction to the Professional Office
Expectations of the professional in the electronic office of today. Realistic and practical coverage of roles, responsibilities, and environment. Prerequisites: None.

Paralegal Studies (PAR)

PAR102  3 Credits
Foundations of the Paralegal Profession
Introduction to the responsibilities and ethical standards of a paralegal. Provides an overview of the legal system and role of the paralegal within the system. Emphasis on professional development in addition to an overview of required skills. Prerequisites: None.

PAR104  3 Credits
Ethics for the Paralegal
Paralegal rules of professional responsibility and ethical requirements. Includes regulation of the profession as well as unauthorized practice of law and confidentiality. Also covers conflict of interest, competence and negligence. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR106  3 Credits
Legal Foundations for Paralegals
Legal principles of tort, contract, and criminal law. Includes roles and responsibilities of court systems, the legal community and the paralegal. Also covers procedures for preparing cases for trial, adjudication, and post-trial. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR112  3 Credits
Paralegal Fundamentals of Litigation
Responsibilities of the paralegal in the civil litigation process. Includes review of the American court system and techniques for case investigation. Also covers case management and evidence procedures as well as settlements and pleadings. Prerequisites: (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR114  3 Credits
Paralegal Litigation
Criminal and civil litigation responsibilities of the paralegal in the areas of discovery, depositions, and pretrial procedures. Includes preparation of clients, witnesses, and exhibits for the courtroom. Also covers responsibilities of the paralegal in the evidentiary phase of trial, post-trial, and the appeals process in addition to collection and enforcement of judgments. Prerequisites: PAR112.

PAR206  3 Credits
Paralegal Business Law
Overview of business law for the paralegal. Includes a review of basic contract formation and enforcement. Also covers property and ownership characteristics and operations in addition to a comparison of various types of business organizations. Prerequisites: PAR106 and PAR114.

PAR208  3 Credits
Introduction to Tort Law
Introduction to tort law and the responsibilities of the paralegal. Includes elements of types of various types of torts, negligence and defenses in addition to classification of and legal issues pertaining to damages. Also covers insurance and its application to tort law as well as procedures for records evaluation and calculation of net settlements. Prerequisites: PAR106 and PAR114.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR220</td>
<td>3</td>
<td>Paralegal Writing</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR222</td>
<td>3</td>
<td>Paralegal Research</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR224</td>
<td>3</td>
<td>Law Office Technology for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR230</td>
<td>3</td>
<td>Family Law for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR231</td>
<td>3</td>
<td>Elder Law for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR232</td>
<td>3</td>
<td>Bankruptcy Law for the Paralegal</td>
<td>Paralegal responsibilities in the area of bankruptcy law. Emphasis on chapters 7, 11, and 13 of the bankruptcy code of Title 11 of the United States Code. Also covers bankruptcy documentation, automatic stay, dischargeable and nondischargeable debts, and bankruptcy case dismissals, conversions, and transfers. Prerequisites: PAR114.</td>
<td></td>
</tr>
<tr>
<td>PAR233</td>
<td>3</td>
<td>Real Estate Law for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR234</td>
<td>3</td>
<td>Administrative Law for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR235</td>
<td>3</td>
<td>Corporate Law for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PAR236</td>
<td>3</td>
<td>Estate Law for the Paralegal</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

PAR237  3 Credits
Paralegals and Environmental Law
Overview of role and key responsibilities of a paralegal supporting environmental law concerns. Covers the essentials of environmental law, including types of organizations and agencies. Also covered, process of environmental laws and rulemaking with an emphasis on major environmental acts. Prerequisites: PAR106 or permission of Department or Division.

PAR238  3 Credits
Paralegals and Immigration Law
Overview of role and key responsibilities of a paralegal working with immigration law cases. Includes immigration laws and essentials of federal regulations. Covers process and procedures for citizenship and naturalization including, establishing temporary and permanent legal citizenship and types of visas. Also includes process for application and appeals. Prerequisites: PAR106 or permission of Department or Division.

PAR239  3 Credits
Legal Investigation
Overview of role and key responsibilities of a legal investigator. Covers the process for conducting an interview including discovery methods and research techniques. Also covers procedures for documenting and writing accurate statements and preparing legal evidence and exhibits for trial. Prerequisites: PAR106 or permission of Department or Division.

PAR260  1 Credit
Paralegal Internship Skills
Overview of the essential skills necessary for the paralegal student in the internship environment. Covers essential skills, self-evaluation and resources available to the paralegal. Prerequisites: None.

PAR290AB  2 Credits
Internship for the Paralegal
Paralegal work experience in industry. Eighty (80) hours of designated work per credit. Prerequisites: PAR260 and permission of Department or Division.

Pharmacy Technology (PHT)

PHT104  1 Credit
Pharmacology for Pharmacy Technicians
Overview of pharmacology for pharmacy technicians. Includes drug conversion factors and dosage calculations as well as disease states and biopharmaceutics. Prerequisites: Permission of Department or Division.

PHT120  3 Credits
Pharmacy Technician Responsibilities
Responsibilities and skills of pharmacy technicians. Emphasis on federal and state laws, prescription entry and fulfillment, drug regulations, and drug calculations, as well as pharmaceutical products, abbreviations, and terminology. Includes inventory management, administration routes, financial issues, and pharmacy environments. Prerequisites: None.

Philosophy (PHI)

PHI101  3 Credits
Introduction to Philosophy
General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God. Prerequisites: None.

PHI216  3 Credits
Environmental Ethics
Philosophical consideration of diverse theories and perspectives on the environment, and application of these theories to global moral issues such as animal rights, preservation of wilderness and species, population, world hunger and poverty, and air and water pollution. Prerequisites: None.

Physical Science (PHS)

PHS110  4 Credits
Fundamentals of Physical Science
Survey of the principles of physics and chemistry. Prerequisites: Grade of “C” or better in MAT090, or MAT091, or MAT092, or MAT093, or equivalent, or satisfactory score on Math placement exam.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

PHS120  4 Credits
Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography
Designed primarily for students with limited background in physical science and mathematics and for non-science majors. Topics from astronomy, meteorology, geology and oceanography. A laboratory course designed to help the students learn the basic laws and facts of the physical sciences which provide the starting points for scientific thought and speculations. May not receive credit for both PHS120 and GLG106. Prerequisites: None.

Physics (PHY)

PHY101  4 Credits
Introduction to Physics
A survey of physics emphasizing applications of physics to modern life. Prerequisites: Grade of C or better in MAT090 or MAT091 or MAT092 or MAT093 or equivalent or satisfactory score on Math placement exam. Course Notes: Students may receive credit for only one of the following: PHY101 or PHY101AA.

PHY111  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: PH1Y111 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.

POS110  3 Credits
American National Government
Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

POS140*  3 Credits
Comparative Government
Overview and evaluation of the sub-field of comparative politics. Covers various national governments from around the world: their structure, system, method of governance. Examines methods of assessing these governments. Prerequisites: None.

POS220  3 Credits
U.S. and Arizona Constitution
Examination of the United States Constitution and the constitution and government of the State of Arizona. Prerequisites: None.

POS221  1 Credit
Arizona Constitution
Examination of the Constitution of the State of Arizona. Equivalent to the second part of POS220. May not enroll in POS220 and POS221 concurrently. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

POS222  2 Credits
U.S. Constitution
Examination of the United States Constitution. Equivalent to the first part of POS220. Prerequisites: None. Course Notes: Students may not enroll in POS220 and POS222 concurrently.

Property Management (PRM)

PRM110  1 Credit
Legal Aspects for Property Management
Overview of property management legalities. Includes lease agreements, vendor contracts, law principles, and eviction notices. Also covers federal regulations and compliance guidelines relative to fair housing, employment law, and resident screening. Prerequisites: None. Corequisites: PRM112, PRM114, and PRM116.

PRM112  1 Credit
Property Management Procedures
Procedures for property managers. Covers effective customer service and communication skills. Includes budgets, occupancy, and methods for collecting and adjusting rent rates. Also covers property maintenance, reports and records. Prerequisites: None. Corequisites: PRM110, PRM114, and PRM116.

PRM114  1 Credit
Property Risk Management
Overview of property risk management. Includes minimizing risks, property hazards, emergency plans, and Occupational Safety and Health Administration (OSHA) standards. Also covers loss prevention and control, financing the risk, and insurance liabilities. Prerequisites: None. Corequisites: PRM110, PRM112, and PRM116.

PRM116  1 Credit
Property Valuation and Market Analysis
Overview of property valuation and property market analysis, as well as property marketing and advertising. Factors involved in investment decisions and advantages and disadvantages of property investment included. Also covers effects of demographics, property layout, features, and rent on apartment markets. Prerequisites: None. Corequisites: PRM110, PRM112, and PRM114.

PRM120  2 Credits
Apartment Property Leasing
Apartment leasing principles, including responsibilities of a leasing professional. Includes initiating the leasing process, renting an apartment home, and moving in the new resident. Review product and market knowledge to better serve the community and legal aspects for leasing arrangements. Prerequisites: None.

Psychology (PSY)

PSY101  3 Credits
Introduction to Psychology
To acquaint the student with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal. Prerequisites: None.

PSY132*  3 Credits
Psychology and Culture
Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts within western and global societies. Highlights topics in cross-cultural psychology, such as intergroup relations, diverse cognitive styles, ethnocentrism, gender, personality, emotion, language, communication, work and health. The role of enculturation throughout the lifespan will be explored to increase awareness of how behavioral and cognitive principles affect interactions in a multicultural world. Prerequisites: None.

PSY201AC  3 Credits
Selected Issues in Psychology
In-depth investigation of topical issues in Psychology. Promotes understanding of the psychological theory, application, and critical reasoning about the selected psychological issues and topics. Potential topics may include, but not limited to, parenting, gender, applied cognitive psychology, personality, perception, applied-experimental interventions, motivation, emotion, cultural psychology, methodology paradigms, history and systems, development, and intelligence. Prerequisites: PSY101 or permission of Instructor. Course Notes: PSY201AC may be repeated with change of topic.

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

PSY230  3 Credits
**Introduction to Statistics**
An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: PSY101 with a grade of “C” or better and MAT092 or equivalent, or permission of Instructor.

PSY240  3 Credits
**Developmental Psychology**
Human development from conception through adulthood. Includes: physical, cognitive, emotional and social capacities that develop at various ages. Recommended for students majoring in nursing, education, pre-med, and psychology. Prerequisites: PSY101 with a grade of “C” or better, or permission of Instructor.

PSY250  3 Credits
**Social Psychology**
The scientific study of how people’s thoughts, feelings, and behaviors are influenced by other people and situations. Includes how we think about ourselves and others, persuasion and influence, sexual and romantic attraction, friendship and helping others, aggression and prejudice. Prerequisites: PSY101 with a grade of “C” or better, or permission of Instructor.

PSY260  3 Credits
**Psychology of Personality**
Introduction to theories of personality with emphasis upon application of specific theories towards the understanding of individuals. Prerequisites: PSY101 with a grade of “C” or better, or permission of Instructor.

PSY266  3 Credits
**Abnormal Psychology**
Distinguishes between normal behavior and psychological disorders. Subjects may include stress disorders, problems with anxiety and depression, unusual and abnormal sexual behavior, schizophrenia and addictive behaviors. Causes and treatments of psychological problems and disorders are discussed. Prerequisites: PSY101 with a grade of “C” or better, or permission of Instructor.

PSY290AB  4 Credits
**Research Methods**
Planning, execution, analysis, and written reporting of psychological research using American Psychological Association guidelines (APA). Surveys the literature, procedures, and instruments in representative areas of psychological research. Prerequisites: ENG101, or ENG107. Prerequisites or Corequisites: PSY230 with a grade of “C” or better, or permission of Instructor.

**Public Administration (PAD)**

PAD100  3 Credits
**21st Century Public Policy and Service**
Introduction to topics pertaining to public policy and public service in the 21st century. Includes formation, implementation, and evaluation procedures for public policy, as well as roles and agendas of policy makers and public administrators. Also covers careers in public service/administration and an evaluation of essential skills necessary for a career in public service. Prerequisites: None.

PAD102*  2 Credits
**Legal Services: Office Essential Skills**
Overview of essential workplace skills for legal services. Includes fundamental knowledge of office etiquette, systems, and procedures. Also covers oral and written presentations, office confidentiality, and conflict management. Prerequisites: None.

PAD103*  2 Credits
**Legal Services: Office Career Preparation**
Career preparation and development in the legal services office environment. Includes identification and development of personal career goals along with strategies for evaluating career opportunities. Covers professional image, office behaviors and skills, as well as strategies for writing effective resumes and interviewing technique. Prerequisites: None.

PAD107  3 Credits
**Public Finance Administration**
Basic overview of public finance system for state and local government. Includes budgeting processes, revenue and funding sources involving taxes and revenue forecasting. Also covers capital planning, debt management, performance measurement, financial statements, and auditing. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAD110</strong></td>
<td>3 Credits</td>
<td>Criminal Charging Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Procedures for processing charges. Emphasis on the selection and completion of paperwork necessary to process charges against individuals or specific individual typologies. Covers form interpretation, auxiliary form selection and completion, and an overview of the criminal justice process. Includes reference material usage and abbreviation and acronym interpretation information. Prerequisites: None.</td>
</tr>
<tr>
<td><strong>PAD112</strong></td>
<td>2 Credits</td>
<td>Court Record Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Court trial information notation and preservation procedures. Emphasis on computer based record keeping system usage. Covers case assignment creation, case routing procedures, on-line and off-line document generation, and dual notation procedures. Also includes document generation reference guide usage information. Prerequisites: None.</td>
</tr>
<tr>
<td><strong>PAD116</strong></td>
<td>3 Credits</td>
<td>Supervisory Training for DOC Employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of first line supervisory skills. Includes communication and team building skills. Emphasis on basic supervisory and leadership skills. Prerequisites: None.</td>
</tr>
<tr>
<td><strong>PAD122</strong></td>
<td>3 Credits</td>
<td>Public Sector Human Resources Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of human resources management in the public sector. Covers planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None.</td>
</tr>
<tr>
<td><strong>PAD170</strong></td>
<td>3 Credits</td>
<td>Public Sector Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>PAD200</strong></td>
<td>3 Credits</td>
<td>Public Affairs Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>PAD210</strong></td>
<td>2 Credits</td>
<td>Fundamentals of Real Property Appraisal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>PAD212</strong></td>
<td>2 Credits</td>
<td>Valuation Concepts and Cost Appraisal Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>PAD214</strong></td>
<td>2 Credits</td>
<td>Land Valuation Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
## Course Descriptions

### PAD216*  2 Credits
**Basic Ad Valorem Appraisal Concepts**  
Basic assessment and valuation practices for mixed use properties, partially complete structures, and salvage properties. Also covers the construction cost system, cost components, and market adjustments as well as methods for measuring depreciation. Also includes market value and ratio studies. Prerequisites: Permission of Department or Division.

### PAD218*  1 Credit
**Personal Property Valuation**  
Overview of personal property valuation in the state of Arizona. Includes procedures and forms for the valuation process, as well as mobile home classification and affixure requirement. Also covers year/life tables and depreciation calculations. Prerequisites: Permission of Department or Division.

### PAD220*  2 Credits
**Income Approach to Valuation**  
Principles for the income approach to valuation. Includes an overview of real estate investment and finance as well as development of net operating income estimates. Also covers contemporary and historical capitalization methods and procedures for developing capitalization rates. Prerequisites: Permission of Department or Division.

### PAD222*  2 Credits
**Intermediate Ad Valorem Appraisal Concepts**  
Procedures for Ad Valorem Appraisal. Covers sales ratio studies, appraisal level, and uniformity as well as mixed use assessment ratios. Also includes Centrally Valued Properties, Direct Sales Comparison, and Income Value calculations. Prerequisites: Permission of Department or Division.

### PAD224*  2 Credits
**Land Valuation Hearing Procedures**  
Preparation for hearing procedures. Emphasis on presentation techniques, documentation, and organization of Assessor's records as well as property classification and confirmation. Also covers analysis of and response to appellant arguments and completion of the administrative appeal process. Prerequisites: Permission of Department or Division.

## Reading (CRE, RDG)

### CRE101  3 Credits
**College Critical Reading**  
Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks. Prerequisites: (A grade of “C” or better in ENG101 or ENG107) and (appropriate reading placement test score or a grade of “C” or better in RDG091 or RDG095 or RDG100 or RDG111 or RDG112 or RDG113 or permission of Instructor).

### RDG081  3 Credits
**Reading Improvement**  
Designed to improve basic reading skills. Includes word recognition, interdisciplinary vocabulary development, recognizing patterns of organization, interpreting inference. Reviews interpreting graphic materials. Emphasis on identifying main ideas and related details. Prerequisites: Appropriate reading placement test score, or grade of “C” or better in RDG071, or permission of Instructor.

### RDG091  3 Credits
**College Preparatory Reading**  
Designed to improve basic reading and study skills, vocabulary and comprehension skills. Prerequisites: Appropriate reading placement test score, or grade of C or better in RDG081, or permission of Instructor. Course Notes: RDG091 is recommended to all students whose placement test scores indicate a need for reading instruction.

### RDG100  3 Credits
**Successful College Reading**  
Emphasis on reading study strategies for any introductory class in any subject area. Introduction to Learning Management System (LMS), how to successfully read course textbooks and assessments, how to navigate information technology and development of academic vocabulary. Prerequisites: A grade of C or better in RDG081 or appropriate reading placement score or permission of Instructor. Corequisites: Any 100-level course in another content area or permission of Instructor. Course Notes: RDG100 satisfies RDG091 requirement. RDG100 may be repeated for a total of twelve (12) credit hours.

---

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

RDG111  3 Credits
Successful College Reading for Cultural or Social Sciences
Emphasis on reading study strategies for an introductory class in the Cultural and Social Sciences. Introduction to Learning Management System (LMS), how to successfully read course textbook and assessments and development of academic vocabulary. Prerequisites: A grade of C or better in RDG081 or appropriate reading placement score or permission of Instructor. Corequisites: Any 100-level course in Cultural Science or Social Science area or permission of Instructor. Course Notes: Course satisfies RDG091 requirement.

Religious Studies (REL)

REL100  3 Credits
World Religions
The development of various religions from the prehistoric to modern times. Political, economic, social and geographic relationships among world religions. Consideration of both Eastern and Western religions. Prerequisites: None.

REL101  3 Credits
Introduction to Religion
Various religious expressions of humankind. Focuses on basic religious themes common to religions, such as encounter with the Holy, search for self and community, mystical illumination, spiritual discipline. Prerequisites: None.

Recreation (REC)

REC120  3 Credits
Leisure and the Quality of Life
Overview of the historical, psychological, social, and cultural aspects of play, leisure, and recreation and their role in contemporary society. Nature of play and leisure behavior in human development within different cultures and the contribution play, recreation, and leisure make to the quality of life for individuals in today’s society. Prerequisites: None.

REC132*  2 Credits
Landscape Management
Identification of plants commonly used in Arizona landscaping. Includes trees, shrubs, vines, flowers, and ground covers. Techniques for planting, watering, and fertilizing recreational grounds. Pest control planning. Prerequisites: None.

REC150AB  3 Credits
Outdoor Adventure Skills
Camping and outdoor skills including types of camping, equipment selection and use, cooking and fire building, camp programs, backpacking, and safety. Prerequisites: None.

REC230  3 Credits
Programming of Recreation Services
Foundations for designing, planning, delivering and managing recreational and leisure events. Emphasis on application of recreation programming concepts and practices in a variety of settings and situations for a diversity of participants. Prerequisites: None

Sign Language (SLG)

SLG101  4 Credits
American Sign Language I
Introduction of principles, methods, and techniques for communicating with deaf people who sign. Development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Overview of syntax, grammar, and culture related to American Sign Language (A.S.L). Prerequisites: None. SLG103 suggested as a corequisite but not required.

SLG102  4 Credits
American Sign Language II
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: SLG101 with a grade of “C” or better, or permission of Department or Division. Completion of prerequisites within the last three years is required.
Course Descriptions

SLG201  4 Credits
American Sign Language III
Linguistics of American Sign Language (A.S.L.) including non-manual behaviors and signing English idioms with conceptual accuracy. Emphasis on practical application of A.S.L. skills, expanded vocabulary, and cross-cultural communication. Prerequisites: SLG102 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107) and (CRE101, or CRE111, or exemption by score on the reading placement test (ASSET)). Completion of prerequisites within the last three years is required.

SLG202  4 Credits
American Sign Language IV
Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings. Prerequisites: SLG201 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107), SLG200, and (CRE101, or CRE111, or exemption by score on the reading placement test). Completion of prerequisites within the last three years is required.

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.

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.

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.

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.
Course Descriptions

Sociology (SOC)

SOC101  3 Credits
Introduction to Sociology
The systematic study of social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, sex/ gender, age, class, and socio/cultural change upon people's attitudes and behaviors. Prerequisites: None.

SOC140  3 Credits
Race and Ethnic Relations
Examines how the social construction of race shapes social interaction and social institutions. Explores the consequences of power, privilege and oppression among major ethnic and racial groups in the United States. Prerequisites: None.

SOC157  3 Credits
Sociology of Families and Relationships
Systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. Explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family, and divorce. Prerequisites: None.

SOC212  3 Credits
Gender and Society
A study of the way culture shapes and defines the positions and roles of both men and women in society. Major emphasis on social conditions which may lead to a broadening of gender roles and a reduction of gender role stereotypes and the implications of these changes. Open to both men and women. Prerequisites: None.

Spanish (SPA)

SPA101  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: (A grade of “C” or better in SPA101 or SPA101AA), or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA111*  4 Credits
Fundamentals of Spanish
Accelerated study of elementary Spanish for students with previous Spanish coursework. Includes basic Spanish grammar, pronunciation, vocabulary and the study of the Spanish-speaking cultures. Emphasis on speaking, listening, reading, and writing skills. Prerequisites: SPA101, or SPA101AA, or SPA115, or SPA115AA, or two years of high school Spanish, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA115  3 Credits
Beginning Spanish Conversation I
Basic pronunciation, vocabulary, sentence structures, and cultural awareness, necessary to develop speaking and listening skills in Spanish. Prerequisites: None.

SPA116  3 Credits
Beginning Spanish Conversation II
Continued study of basic pronunciation, vocabulary, sentence structures, and a cultural awareness necessary to develop speaking and listening skills in Spanish. Prerequisites: SPA115, or SPA115AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA117  3 Credits
Health Care Spanish I
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.

SPA118  3 Credits
Health Care Spanish II
Basic conversational Spanish for health care personnel or students. Emphasis on basic sentence structure, pronunciation, and vocabulary used in health care settings. Prerequisites: SPA117 or permission of Department or Division. Completion of prerequisites within the last three years is required.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA119</td>
<td>3</td>
<td>Spanish for Educational Settings I</td>
<td>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.</td>
</tr>
<tr>
<td>SPA120</td>
<td>3</td>
<td>Spanish for Educational Settings II</td>
<td>Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Continuation of SPA119, expanding into secondary and post-secondary educational settings. Emphasis on basic sentence structure, pronunciation and vocabulary. Prerequisites: SPA119, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td>SPA201</td>
<td>4</td>
<td>Intermediate Spanish I</td>
<td>Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: A grade of “C” or better in SPA102, or SPA102AA, or SPA111, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td>SPA202</td>
<td>4</td>
<td>Intermediate Spanish II</td>
<td>Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures. Prerequisites: A grade of “C” or better in SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td>SPA203*</td>
<td>4</td>
<td>Spanish for Spanish-Speaking Students I</td>
<td>Designed for Spanish-speaking students. Emphasis on written composition, grammar review, punctuation and spelling, literature and conversation. Prerequisites: Permission of instructor or Department Chair. Course Notes: SPA203 may be taken in lieu of SPA201.</td>
</tr>
<tr>
<td>SPA204*</td>
<td>4</td>
<td>Spanish for Spanish-Speaking Students II</td>
<td>Designed for Spanish-speaking students. Advanced study of Spanish grammar, composition, literature, and conversation. Prerequisites: SPA203, or SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required. Course Notes: SPA204 may be taken in lieu of SPA202.</td>
</tr>
<tr>
<td>SPA205</td>
<td>3</td>
<td>Spanish for Medical Interpretation I</td>
<td>Introduction to Spanish interpretation for medical interpreters. Covers code of ethics, national standards and medical interpreter's responsibilities as well as cultural awareness and legal issues. Interpretation for first responders included. Prerequisites: SPA202 or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td>SPA206</td>
<td>3</td>
<td>Spanish for Medical Interpretation II</td>
<td>Continuation of Spanish interpretation for medical interpreters. Medical vocabulary and translation relating to human anatomy and physiology emphasized. Prerequisites: SPA205 or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td>SPA225</td>
<td>3</td>
<td>Intermediate Spanish Conversation I</td>
<td>Continued study of vocabulary, sentence structures, and cultural awareness necessary to improve speaking and listening skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: SPA102, or SPA102AA, or SPA111, or SPA116, or SPA116AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
<tr>
<td>SPA226</td>
<td>3</td>
<td>Intermediate Spanish Conversation II</td>
<td>Continued study of vocabulary, sentence structures, and cultural awareness necessary to improve speaking and listening skills in increasingly complex Spanish. Emphasis on fluency and moderate accuracy in spoken Spanish. Prerequisites: SPA201, or SPA225, or permission of Department or Division. Completion of prerequisites within the last three years is required.</td>
</tr>
</tbody>
</table>

* Courses offered through an Educational Partnership and Customized Training program only.
Course Descriptions

SPA235*  3 Credits
Advanced Spanish Conversation I
Continued development of skills in conversational fluency. Class conducted completely in Spanish. Prerequisites: SPA226 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA236*  3 Credits
Advanced Spanish Conversation II
Further development of skills in conversational fluency. Grammar presented only to clarify student errors. Prerequisites: SPA235 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA265*  3 Credits
Advanced Spanish I
Introduction and study of Spanish and Spanish-American literature. Selected readings from most Spanish-speaking countries. All discussions, oral reports, and written assignments are in Spanish. Prerequisites: SPA202 or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA266*  3 Credits
Advanced Spanish II
Further study of Spanish and Spanish-American literature. Reading selections from most Spanish-speaking countries. All oral reports, discussions, and written reports in Spanish. Graduated level of difficulty from the literature studied in SPA265. Prerequisites: SPA265, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA282AA*  1 Credit
Service-Learning Experience in Spanish
Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: SPA282AA may be repeated for a total of six (6) credit hours. Standard grading available according to procedures outlined in catalog.

SPA282AC*  3 Credits
Service-Learning Experience in Spanish
Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: SPA282AC may be repeated for a total of six (6) credit hours. Standard grading available according to procedures outlined in catalog.

Spanish Humanities (SPH)

SPH245  3 Credits
Hispanic Heritage in the Southwest
A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.

SPH298AC  3 Credits
Special Projects
Organized and tailored around the interests and needs of the individual student. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: Permission of Program Director or instructor.

Studies in Language and Culture (SLC)

SLC201  3 Credits
Introduction to Linguistics
Introduction to the study of language. Study of the nature and diversity of world languages, linguistic structures and functions of language, language variation, pragmatics and the learning/acquisition of first and second languages. Prerequisites: None.
Course Descriptions

SundtCorp (SUN)

**SUN104**  1 Credit

**Site Preparation I**
Trade terms, local zoning and building ordinances, and plot plan layout. Installation of batter boards and establishing building lines. Set up and use of a builder’s level. Prerequisites: (Registered apprentice status and SUN101) or permission of the apprenticeship coordinator.

**SUN207**  1.5 Credits

**Metal Studs and Drywall**
Installation of metal framing members and gypsum dry wall. Gypsum ceiling products and installation procedures. Prerequisites: Registered apprentice status or permission of the apprenticeship coordinator.

**SUN208**  1.5 Credits

**Construction Plans and Elevations**
Construction drawings, plans and elevations. Lines, symbols, dimensions and abbreviations. Specifications and site and plot plan development. Includes plan and elevation reading exercises. Prerequisites: (Registered apprentice status and SUN105) or permission of the apprenticeship coordinator.

Sustainability/Natural Sciences (SUS)

**SUS100**  3 Credits

**Introduction to Sustainability**
Introduction to the basic concepts of sustainability. Includes challenges of land, ocean, and resource management as well as the built environment. Also covers connections between global, local and personal sustainability challenges and responses at each level. Prerequisites: None.

**SUS110**  3 Credits

**Sustainable World**
Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises. Prerequisites: None.

Sustainability/Social Sciences and Humanities (SSH)

**SSH111**  3 Credits

**Sustainable Cities**
Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.

Telecommunications Technology (TLT)

**TLT141**  1 Credit

**Telecommunications Computer Operations**
Telecommunications computer operation principles. Covers online training resource utilization, computer log-on procedures, and computer shortcut creation. Also includes specific computer software performance information. Prerequisites: None.

**TLT142**  1 Credit

**Drop Connections**
Technical concepts for drop connections. Includes passive and active devices as well as use of traps and filters. Also covers electronics hook up and troubleshooting procedures. Prerequisites: None.

**TLT143**  2 Credits

**Digital Video Systems**
Customer cable digital video signal reception establishment procedures. Covers system feature information, signal fault identification, and system and end-use equipment troubleshooting procedures. Also includes customer education information. Prerequisites: None.

**TLT144**  2 Credits

**Drop Planning and Maintenance**
Procedures for the planning and installation of Community Antenna Television (CATV) service to a customer address. Emphasis on drop connection location, configuration, and hardware component selection. Covers internal cable routing considerations and grounding, splitting, and directional tap/coupler component information. Also includes basic CATV system operation information and electronic hook-up procedures. Prerequisites: None.

* Courses offered through an Educational Partnership and Customized Training program only.
**Course Descriptions**

**TLT149*  2 Credits**
**Digital Phone Network Installation**
Telephone network installation procedures. Emphasis on multi dwelling unit, multiple broadband applications, and residential telephone networks. Covers component connection. Prerequisites: None.

**TLT152*  2 Credits**
**Telecommunications Product Knowledge**
Telecommunications industry product and service information. Emphasis on video, Internet connection and telephone services. Covers the advantages and disadvantages of telecommunications product types and the various features associated with each service. Prerequisites: None.

**TLT154*  2 Credits**
**Technical Support Representative Foundations**
Foundations of services, products and regulations in the communications industry. Includes customer database research techniques as well as troubleshooting and billing procedures. Prerequisites: None.

**TLT155*  2 Credits**
**Technical Support Representative Telephony**
Practical application of digital telephony account services. Includes account research and creation of work orders in addition to access and navigation of troubleshooting databases. Also covers procedures for managing billing accounts and services. Prerequisites: None.

**TLT156*  2 Credits**
**Introduction to Broadband Networks**
Overview of broadband networks. Includes topography of broadband networks and transmissions systems. Also covers coaxial cable, broadband network equipment, network prints and signal leakage. Prerequisites: None.

**TLT157*  3 Credits**
**Broadband Sweep and Conditioning**
Introduction to the basics of broadband network sweep and plant conditioning. Includes overview of noise, distortions, system powering and setup as well as powering problems. Prerequisites: None.

**TLT160*  2 Credits**
**Video Technical Training**
Analog and digital video technical training procedures. Includes cabling options and types of digital video equipment as well as products and services. Also covers procedures for completing customer video orders in the Integrated Communications Operations Management System (ICOMS). Troubleshooting procedures, tools and video flows also included. Prerequisites: None.

**TLT161*  1 Credit**
**Video Technical Training Lab**

**TLT162*  3 Credits**
**High Speed Internet/Networking**
High speed internet installation and networking. Includes features and services of high speed internet as well as procedures for installation. Also covers home network installation and configuration. Prerequisites: None.

**TLT163*  2 Credits**
**High Speed Internet Technical Training**
Procedures for presenting high speed internet products and services. Includes service tiers as well as network facilities and responsibilities. Also covers navigation of operating systems and troubleshooting common problems and procedures. Prerequisites: None.

**TLT164*  1 Credit**
**High Speed Internet Technical Training Lab**
Practical application of high speed internet technical training procedures. Covers procedures for completing customer orders in the Integrated Communications Operations Management System (ICOMS) and various industry databases. Prerequisites: None.

**TLT165*  1 Credit**
**Technical Support Representative Telephony Lab**
Digital telephony account services. Includes use of the Integrated Communications Operations Management System (ICOMS) and industry databases to complete account services. Prerequisites: None.

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

## Textiles and Clothing (TEC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC105*</td>
<td>3</td>
<td>Cultural Aspects of Clothing</td>
<td>Psychological, aesthetic, and economic factors applied to the systematic study of dress and adornment in relationship to world cultures and the global fashion industry. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>TEC109*</td>
<td>3</td>
<td>Introduction to Fashion Merchandising</td>
<td>Explores the various levels and specialized segment of the fashion industry, the principles of fashion, the fundamentals of merchandising apparel, consumers' influence on demand and marketing activities. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>TEC110*</td>
<td>3</td>
<td>Basic Sewing Skills</td>
<td>Basic clothing construction techniques. Use of commercial patterns and sewing machine in the construction of basic garments. Prerequisites: None.</td>
<td></td>
</tr>
</tbody>
</table>

## Theatre (THE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE111</td>
<td>3</td>
<td>Introduction to Theatre</td>
<td>A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>THE118</td>
<td>3</td>
<td>Playwriting</td>
<td>Practice and study of theories and techniques of writing for the stage; creating characters, dialogue, and plot for monodramas, scenes, and plays. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>THE206</td>
<td>3</td>
<td>Introduction to Television Arts</td>
<td>History and development of electronic media and its impact on popular arts. Prerequisites: None.</td>
<td></td>
</tr>
</tbody>
</table>

## Theatre and Film (THF)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>THF205</td>
<td>3</td>
<td>Introduction to Cinema</td>
<td>Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>THF210</td>
<td>3</td>
<td>Contemporary Cinema</td>
<td>A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.</td>
<td></td>
</tr>
</tbody>
</table>

## Total Quality Management (TQM)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQM101</td>
<td>3</td>
<td>Quality Customer Service</td>
<td>Examines the nature of quality customer service and the attitudes, knowledge, and skill needed to work effectively in a quality customer service environment. Foundation skills for quality customer services are taught, applied, and practiced. Prerequisites: None.</td>
<td></td>
</tr>
<tr>
<td>TQM105</td>
<td>2</td>
<td>Writing For Quality Results</td>
<td>Theory and practice of writing business correspondence in a quality-oriented organization. Includes the orientation of the writer to the internal/external customer’s needs and writing in positive, negative and persuasive settings. Prerequisites: Appropriate English placement test score in ENG101, or “C” or better in ENG091. OAS108 and TQM101 or TQM101AA are recommended.</td>
<td></td>
</tr>
<tr>
<td>TQM230</td>
<td>2</td>
<td>Teamwork Dynamics</td>
<td>Theory and practice of how team members and team leaders use listening, negotiating and interpersonal skills for the enhancement of team process. Included are concepts of team development and team problem-solving techniques. Prerequisites: None. TQM201 is recommended.</td>
<td></td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
# Course Descriptions

## TQM240  3 Credits  
**Project Management in Quality Organizations**
Present methods for quality organizations in how to plan and schedule a project in use of Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT) techniques and software to monitor and control projects. Prerequisites: None.

## Trade Related (TDR)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDR122*</td>
<td>5</td>
<td><strong>Basic Electrical Theory</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to electrical theory, direct current (DC) circuits, series, parallel, and series-parallel circuits, DC power sources, DC motors, DC generators. Prerequisites: Permission of Instructor.</td>
</tr>
</tbody>
</table>

## Utilities Customer Service (UCS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCS101*</td>
<td>3</td>
<td><strong>Introduction to Billing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>An introduction to basic billing procedures in the public utility industry. Includes computer familiarization, coordinates system, billing cycle, payment plans, and components of the bill. Prerequisites: None.</td>
</tr>
<tr>
<td>UCS105*</td>
<td>2</td>
<td><strong>Introduction to Public Utility</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to public utility customer service operations. Emphasis on public utility workstation components and usage procedures. Covers customer service, documentation, and confidentiality policies, as well as service area geography. Prerequisites: None.</td>
</tr>
<tr>
<td>UCS108*</td>
<td>1</td>
<td><strong>Account Services for Public Utilities</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of procedures for accessing and maintaining customer accounts. Includes the billing cycle, rates and payment options as well as various types of service orders. Prerequisites: Permission of Department or Division.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCS110*</td>
<td>2</td>
<td><strong>Meter and Trouble Orders</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fundamentals of meters and their functions. Instruction on providing meter checks, handling trouble calls and determining and processing corrective action. Prerequisites: None.</td>
</tr>
<tr>
<td>UCS115*</td>
<td>2</td>
<td><strong>Introduction to Water Customer Services</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to water customer account services. Includes the irrigation process, accounts, and schedules. Also covers delivery systems, controls, and use of a mapping system in addition to water rights and typical irrigation problems. Prerequisites: None.</td>
</tr>
<tr>
<td>UCS116*</td>
<td>2</td>
<td><strong>Water Services Accounts I</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Water services procedures and restrictions for opening, combining, and updating accounts as well as responding to billing and payment inquiries and opening accounts. Also covers Supplemental Supply Program (SSP) water and various user accounts in addition to company rule and responsibilities. Prerequisites: UCS115.</td>
</tr>
<tr>
<td>UCS117*</td>
<td>2</td>
<td><strong>Water Services Accounts II</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Water services rules and restrictions for handling property sales, special requests, and order revisions in addition to typical irrigation problems. Also covers procedures for handling private system controls, flood calls, and water theft issues as well as facility notices. Prerequisites: UCS116.</td>
</tr>
<tr>
<td>UCS118*</td>
<td>2</td>
<td><strong>Water Customer Services Procedures I</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical application of water customer account services. Includes procedures for creating, accessing, and updating accounts as well as completing and documenting water orders. Also covers use of the mapping system and procedures for handling typical irrigation calls. Prerequisites: UCS115.</td>
</tr>
<tr>
<td>UCS119*</td>
<td>2</td>
<td><strong>Water Customer Services Procedures II</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Procedures for completing billing and payment account procedures. Covers refunds, overdraft accounts, and procedures for handling water theft. Also covers special requests, flood calls, and townsite issues in addition to Supplemental Supply Program (SSP) requests. Prerequisites: UCS118.</td>
</tr>
</tbody>
</table>

*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>UCS120*</td>
<td>3</td>
<td>Payments, Credits and Rates</td>
<td>Examination of procedures to perform payment, deposit and credit operations. Includes various connect orders and rate calculations. Prerequisites: None.</td>
</tr>
<tr>
<td>UCS122*</td>
<td>3</td>
<td>Public Utility Orders I</td>
<td>Procedures for processing public utility customer requests. Emphasis on determining billing options, service plans, and payment procedures. Covers new account establishment and field activity order processing. Also includes meter exchange, rate change, and deregulation information. Prerequisites or Corequisites: UCS105.</td>
</tr>
<tr>
<td>UCS124*</td>
<td>3</td>
<td>Public Utility Orders II</td>
<td>Practical application in processing public utility customer orders. Emphasis on using workstation and software applications. Covers meters, shut-off, as well as, the creation of new accounts. Also covers order modification, payment options, service plan and deposit requirements, and meter reading provisions. Prerequisites or Corequisites: UCS122.</td>
</tr>
<tr>
<td>UCS128*</td>
<td>3</td>
<td>Public Utility Processing</td>
<td>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.</td>
</tr>
<tr>
<td>UCS130*</td>
<td>3</td>
<td>Service Orders I</td>
<td>Fundamentals of processing service orders. Emphasis on customer service, making determinations of services required and placing appropriate orders. Prerequisites: None.</td>
</tr>
<tr>
<td>UCS134*</td>
<td>3</td>
<td>Advanced Public Utility Processing II</td>
<td>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: UCS12.</td>
</tr>
<tr>
<td>UCS135*</td>
<td>2</td>
<td>Service Orders II</td>
<td>Further examination of the processing of service orders. Emphasis on customer account data, account status, third party billings and placing appropriate orders. Prerequisites: UCS130.</td>
</tr>
<tr>
<td>UCS140*</td>
<td>2</td>
<td>Service Order Procedures</td>
<td>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.</td>
</tr>
<tr>
<td>UCS150*</td>
<td>2</td>
<td>Metering Technician Safety</td>
<td>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.</td>
</tr>
<tr>
<td>UCS152*</td>
<td>2</td>
<td>Mathematics for Metering Technicians</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Courses offered through an Educational Partnership and Customized Training program only.*
Course Descriptions

UCS154*  1 Credit
Power System Fundamentals
Principles of power generation, transmission, and distribution for metering technicians. Emphasis on the physics associated with electric power and on the properties of alternating current. Covers generator paralleling, transformers, and power capacity issues. Prerequisites: None.

UCS156*  2 Credits
Watt-hour Metering and Single Phase Systems
Principles of watt-hour metering and single phase system installation and maintenance. Emphasis on the principle components of various metering schemes and procedures for their connection to the service. Covers National Electrical Code requirements, meter socket construction, meter mounts, and service checks. Prerequisites: None.

UCS160*  2 Credits
Metering Technician Lab
Practical experience for metering technicians. Covers safety equipment use, meter types and sockets, wiring and coding. Installation and testing of meters emphasized. Prerequisites: None.

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.

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.
Index

Abuse-Free Environment ..................................363
Substance Abuse/Misuse Statement ...............363
Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol ............364
MCCCD Program Standards .........................365
Alcoholic Beverages - Usage Regulation ...365
Other Health Concerns ..................................368
Academic Advisement ..............................22, 31, 311
Academic Advising and New Student Orientation ........................................311
Academic Calendar ..................................30
Academic Certificate(s) .................... 132-141, 266
Academic Load ...........................................326
Academic Misconduct ..................................376
Definitions ...........................................376
Academic Consequences ................................376
Disciplinary Sanctions ................................377
Appeal of Sanctions for Academic Misconduct ..................................377
Academic Probation (Progress) ....................331
Probation ...........................................331
Continued Probation ................................331
Academic Renewal ..................................334
Accounting Program ..................................52
Accreditations (Rio Salado College) . ..........................2
Addictions and Substance Use Disorders Program ...........................................55
Adult Learning and Development Program ..............60
Administration, College ..................................1
Administrative Regulations ..........................284
Admission Classifications ................................290
Admission of Regular Students .......................290
Admission of Students Under 18 Years of Age ................................390
Specialized Vocational/Training Program ..................290
Western Undergraduate Exchange Program ....290
Admission of F-1 Nonimmigrant Students ....291
Admission Information .................................292
Student Status ...........................................292
Student Identification Number .....................292
Residency for Tuition Purposes ............293
Other Admission Information ..................300
Veterans ...........................................300
Ability to Benefit ..................................300
Transcripts ...........................................301
Educational Assessment .........................301
Admission Policy ..................................289
Adult ACE Program ..................................46
Affirmative Action Statements .....................285
Affirmative Action Policy Statement for Individuals with Disabilities ..........285
Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans ............285
Notice of Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act/Title IX Coordinator ..........................285
Airline Operations Program ......................184
Arizona General Education Curriculum (AGEC) AGEC A, AGEC B, AGEC S ...........224
Assessment Philosophy ................................3
Associate in Applied Science (AAS) Degree, General Education Requirements ..........................263
Associate in Arts (AA) Degree .........................230
Associate in Arts in Elementary Education (AAEE) Degree ..........................233
Associate in Arts, Fine Arts (AAFA)-Art Degree ...........................................237
Associate in Arts, Fine Arts (AAFA)-Dance Degree ..................................240
Associate in Arts, Fine Arts (AAFA)-Theatre Degree ..................................245
Associate in Business (ABus) Degree, General Requirements (GR) ..................253
Associate in Business (ABus) Degree, Special Requirements (SR) .................257
# Index

Associate in General Studies (AGS) Degree ..................260
Associate in Science (AS) Degree ..........................249
Attendance ..................................................................327
  Official Absences ...................................................327
  Religious Holidays ....................................................328

Bookstore ..................................................................22, 32

Block Calendar ..........................................................23
Broadband Telecommunications Program ..............188

Career/Counseling Services ........................................22, 33
Cashier’s Services .......................................................34
Catalog Under Which A Student Graduates .............270
Certificates and Degrees ..........................................49-128
Child and Family Professional Development Program ....132
Children on Campus ..................................................353
Class Cancellation .......................................................41
Class Registration Deadlines ....................................313
College Bridge Pathways .........................................46
Common College Terms ............................................24
Community Dental Health Coordination Program ............63
Community Services ....................................................46
Computer Technology Program ..................................64
Concurrent Enrollment in Arizona Public Institutions of Higher Education ..........300
Consensual Relationships .........................................394
Copyright Act Compliance .........................................355
  Copyright Regulation .............................................355
  What Students Should Know About Copyright ..........355
Corrections Program ................................................191
Course Descriptions .................................................407-548
Creative Writing Program .........................................134

Credit For Prior Learning ...........................................301
  Credit by Evaluation ............................................301
  Educational Experiences in the Armed Services ..............302
  College Credit Recommendation Service (CREDIT) ..............302
  Departmental Credit by Evaluation .........................302
  College-Level Equivalency Examinations .....................302
  Advanced Placement Examinations ..........................303
  College-Level Equivalency Program (CLEP) ...............303
  Defense Activity for Non-Traditional Education Support Examination Program (DANTES) ...............304
  American College Testing Proficiency Examination Program (ACT-PEP) ................304
  Departmental Credit by Examination ......................304
  Health Care Integrated Educational System (HCIES) Credit for Prior Learning .................308
  Transferring to the Maricopa Community Colleges ...........308
  Servicemen’s Opportunity College ............................311

Crime Awareness and Campus Security Act ..................353

Declaraciones de Acción Afirmativa ...........................286
  Mandato de No Discriminación .............................286
  Declaración de Igualdad de Oportunidad .................286
  Declaración de Acción Afirmativa ..........................286
  Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita .............287
  Notificación del Acta de Americanos con Impedimentos (ADA)/Sección 504 del Acta de Rehabilitación/Coordinador del Título IX ..........287

Dental Assisting (Clinical) Program ......................74, 194
  Dental Hygiene Program .......................................78
  Dental Office Management Program ......................82
  Detention Services Program ..................................197
  Disability Resources and Services (Eligibility for Accommodations & Required Disability Documentation) ..................35, 370
## Index

Disciplinary Standards ......................................377  
Disciplinary Probation and Suspension ........377  
Disciplinary Removal from Class ..............378  
Discrimination Complaint Procedures for Students .............347  
Districtwide Occupational Programs ............272  
Districtwide Programs .................................. 221-280  
Drop/Add .................................................. 41  

Early Childhood Administration and Management Program ........ 84

Early Learning and Development Program ....86  
Educational Partnerships and Customized Training Programs ........ 181-220  
eLearning Design Specialist Program ........ 90  
Eligibility of Students Taking Reduced Course Loads ......................375  
Emeritus Distinction, Administration .......... 1  
Emeritus Distinction, Faculty ....................... 3  
Emissions Control Compliance ................. 350  
Energy Systems Technology Program ........ 93  
Entrepreneurial Studies Program ............... 94  
Equal Opportunity Statement ............... 284  

Faculty Members ........................................... 2 

Family Engagement Specialist Program ........ 95  
Family Life Education Program ................. 96  
Fees ......................................................... 314  
FERPA Appeal Process (Appendix S-17) ........ 389  
Financial Aid ........................................... 22, 36  

G
General Business Program ................. 101  
General Education Designations ............ 225, 269  
General Graduation Requirements .......... 267  
General Regulation ................. 289  
General Statement .................................. 289  
Outcomes Assessment ................. 289  
Getting Started at Rio Salado College .......... 17-23  
Governing Values (Board Policy) ........... 288  
Grading ................................................. 328  
Policy ................................................. 328  
Incomplete Grade ................................ 328  
Repeating a Course/Improving a Grade .......... 329  
Credit/No Credit Courses (P/Z) .......... 329  
Audit Courses ................................... 329  
Important Deadlines for Students ........330  
Graduation .............................................. 37  
Grievance Process (Instructional) ............. 331  

H
Hardware and Networking Basics Program ................. 199  
Hazing Prevention Regulation ................. 361  
Honors Program .................................. 43, 335  
How to Use This Catalog ....................... 4  

Important Deadlines for Students ........330  

Information Technology Entrepreneurship Program ................. 200  
Instructional Computing ....................... 37  
Instructional Grievance Process ............... 331  
Instructional Helpdesk ....................... 22  
International Education ......................... 37  

K
K-12 eLearning Design Program .............. 136  
K-12 Online Teaching Program ............ 137  
KJZZ/KBAQ .............................................. 47
Index

Language and Literary Culture of the USA Program ....................................................... 138
Language Studies Program ............................................. 139
Law Enforcement Technology Program ................................ 104, 201
Library ........................................................................ 22, 38
Licensure Disclaimer ....................................................... 268

Maricopa Community College District
Governing Board Members ........................................... 288
Maricopa Community Colleges Allied Health or Nursing Program (Appendix S-13) .... 71
MCCCD General Education Statement ........................................ 269
Military Central ................................................................ 39
Military Leadership Program ............................................. 106
Mission (Maricopa Community Colleges) .................................. 288
Mission (Rio Salado College) . Inside Front Cover
Mobile Apps Programming Program ........................................ 108
My.maricopa.edu ......................................................... 19, 25, 34, 40

New Student Orientation .................................................. 18, 311
Non-Instructional Complaint Resolution Process ............................................. 332
Nondiscrimination Policy ................................................... 284

Occupational Programs, Districtwide ...................................... 272
Organizational Management Program ..................................... 111
Outcomes Assessment ......................................................... 289

Paralegal Program .............................................................. 113
Petition Signature Solicitation ............................................... 351
Phi Theta Kappa ................................................................ 43
Policies and Procedures .................................................... 281-406
President’s Honor Roll (List) .............................................. 43, 335
Public Administration Program ........................................... 116
Public Administration: Legal Services Program .................................. 204

Quality Customer Service Program ..................................... 119, 205

Recognition of Academic Achievement .................................. 129-180
Refund Policy .................................................................... 318
Refund Policy for Credit Classes ........................................... 318
Refunds for Non-Credit Classes ............................................ 318
Canceled Classes ................................................................ 318
Refund Exceptions ........................................................... 318
Registration ..................................................................... 40, 313
Registration Checklist ......................................................... 40
Drop/Add .......................................................................... 41
Withdrawals ....................................................................... 41
Class Cancellation ............................................................. 41
Residency for Tuition Purposes ............................................. 293
Retail Management Program ................................................. 122
RioCompass .................................................................... 19
RioLearn ........................................................................... 18
Rio Salado Certificates and Degrees ........................................ 49-128
Rio Salado College Campus Safety Policies and Annual Crime Statistics Disclosure Summary ......................................................... 396
Rio Salado College Locations ................................................. 556
Rio Salado Lifelong Learning Center ......................................... 46
RISE Learning for Life ....................................................... 46
Index

Schedule Changes ..................................................327
Scholarships ........................................................ 36
Semester Blocks (at Rio Salado College) ......23, 42
Security and Crime Statistics ............................403
Servicemen's Opportunity College .................311
Sexual Harassment Policy for Employees
and Students .....................................................335
  Sex Discrimination and Sexual
  Harassment ................................................335
  Definitions .............................................337
  Reporting Discrimination ..........................338
  Rights of Parties ...................................340
  Due Process .........................................342
  Examples of Policy Violations ...................345
  Additional Policy Violations ...................345
  Responsibility for Policy Enforcement ......345
  Complaints ...........................................346
  Confidentiality ......................................346
  Violations of Law ....................................346
  False Statements Prohibited ....................346
  Retaliation Prohibited ............................346
Small Business Start-Up Program ..............125
Smoke-Free/Tobacco-Free Environment ..........369
Social Security Number ................................. 41
Spanish and Spanish Culture Program ............140
Spot127 ............................................................ 47
Start Dates (Monday Starts) ......................23, 30
Student Academic Achievement Recognition ....43
Student Address or Telephone Number Change ..41
Student Assessment and Course Placement ....312
  Testing for Course Placement ..................312
  Course Placement ..................................312
  Implementation of Policy .......................312
  Evaluation ...........................................313
Student Conduct Code ..................................378
  Article I: Definitions ..............................378
  Article II: Judicial Authority .....................379
  Article III: Prohibited Conduct .................379
  Article IV: Student Conduct Code
  Procedures .............................................382
  Article V: Interpretation and Revision .........386
Student Employment .....................................390
  District Student Employees ......................390
  Student Security Guards .........................391
Student Financial Assistance .......................319
  How to Apply for Federal Financial Aid .......319
  Types of Aid ........................................320
  Distribution of Aid .................................320
  Rights and Responsibilities .....................320
  Satisfactory Academic Progress ...............320
  Refunds and Repayments .........................320
  Verification of Information ......................320
  Award Amount and Level of Enrollment .....321
  Repeated Coursework and Financial Aid
  Enrollment Status ..................................321
Maricopa Community Colleges Standards of
  Satisfactory Academic Progress (SAP) for
  Financial Aid Eligibility .........................321
  Evaluation Period ..................................321
  Standards of Satisfactory Academic
  Progress ..............................................321
  Coursework Treatment in SAP Calculation ...322
  Ineligibility Determination Appeal ..........323
  Regaining Eligibility ............................323
  Terminology and Information Pertaining
  to this Policy .......................................323
Student Governance .......................................392
  Officers/Members ..................................392
  Designation ........................................392
  Eligibility for Office .........................393
  Tenure of Position ...............................393
  Removal from Office .............................393
  Renumeration Limitations .....................393
  Amending Student Constitutions .............393
Student Governance Advisors .....................393
  Legal/Fiscal/Financial Matters ...............393
  Final Authority .................................393
  Student Clubs and Organizations ..........394
Student Information and Support Services ..13-48
Student Insurance ............................................ 41
Index

Student Records ................................................386
Definitions.........................................................386
Records Request ................................................386
Fees..............................................................386
Annual Notification ...........................................387
Rights of Access to Educational Records...387
Conditions of Disclosure Without Consent...387
Student Directory.............................................389
Disclosure to Parents......................................389
FERPA Appeal Process (Appendix S-17)....389
Student Right to Know........................................355
Students with Disabilities - Eligibility for Accommodations & Required Disability Documentation ..................................................369
Study Skills .........................................................28
Sun Sounds of Arizona-Radio Reading Service .. 47
Sustainability and Ecological Literacy Program.................................................141
Sustainable Food Systems Program.................126

Taping of Faculty Lectures ..............357

Teacher Undergraduate Bachelor’s Degree Pathways ........................................... 142-163
Elementary Education Grades 1-8.........142
Secondary Education - Business Grades 6-12 ................................................145
Secondary Education - English Grades 6-12..................................................148
Secondary Education - History Grades 6-12..................................................151
Secondary Education - Mathematics Grades 6-12...........................................154
Secondary Education - Science Grades 6-12..................................................157
Special Education K-12 Cross-Categorical...161

Teacher Post-Baccalaureate Programs .... 164-171
Early Childhood Education Birth-Grade 3 ..164
Elementary Education Grades 1-8..........165
Secondary Education Grades 6-12.........166
Special Education K-12 Cross-Categorical.167
Arts Education PreK-12 .......................168
Dance Arts Education PreK-12 ..........168
Dramatic Arts Education PreK-12 ..........170
Music Education PreK-12 .....................171

Teacher-In-Residence Programs ............ 172-177
Elementary Education Grades 1-8.............172
Secondary Education Grades 6-12.........172
Special Education K-12 Cross-Categorical.173
Arts Education K-12: Fine Arts...............174
Arts Education K-12: Dance Education....175
Arts Education K-12: Dramatic Arts Education.............................................175
Arts Education K-12: Music Education.....176

Teacher Endorsement Programs .......... 176-180
Arts Endorsement K-12 .........................176
Dance Endorsement K-12 ....................176
Dramatic Arts Endorsement K-12 .........176
Music Endorsement K-12 .....................177
Computer Science and eLearning Design Endorsement ....................................177
Early Childhood, Birth through Age 8 or through Grade 3 Endorsement.........177
English as a Second Language (ESL) Endorsement ....................................178
Middle School Endorsement Grades 5-9....179
Physical Education Endorsement K-12 ......179
Structured English Immersion (SEI) Endorsement K-12 ................................179
Mathematics Endorsement K-8 ...............179
Reading Grades Endorsement K-8 ..........180
Reading Grades Endorsement 6-12 ..........180
Reading Grades Endorsement K-12 .........180
Index

Technology Helpdesk ....................................22, 27
Technology Resource Standards .......................357
  Introduction .............................................357
  General Responsibilities ........................358
  Use of Non-MCCCD Technology ...........358
  Acceptable Use ........................................358
  Incidental Computer and Technology
  Usage .....................................................359
  Prohibited Conduct ....................................359
  Review and Approval of Alternate E-Mail
  Account Systems ......................................360
  Disclaimer ..............................................360
Information Accuracy and Marketing
  Standards ...............................................361
  Complaint and Violations ..........................361
Term Start Dates .........................................30
Testing Center ............................................44
Textbook Savings Program ..............................23
Time Limit for Transfer Coursework ............271
Transcripts (For Transfer) ..........................44, 271
Transferring to the Maricopa Community
  Colleges ..................................................308
Treatment of Title IV Aid When a Student
  Withdrew ..................................................324
Tuition and Fees (Policy) ...............................23, 35, 314
  Time of Payment ..................................314
  Tuition and Fees Schedule ....................314
  Student Status ....................................314
  Pay Your Fees ....................................316
  Outstanding Debts ................................316
  Discounted Fees and Waivers ..................317
Tuition Payment Plan .....................................34
Tutoring ....................................................23, 44

Vaccinations ..............................................325
Values (Maricopa Community Colleges) ..........288
Values, Core
  (Rio Salado College) ...................... Inside Front Cover
Veterans Affairs (Services) ..........................45, 325
  Academic Progress Policy for Students
  Receiving Veteran’s Educational Benefits 325
  Externship Programs ..............................325
  Prior Credit Evaluation ............................325
Vision (Maricopa Community Colleges) ..........288
Vision (Rio Salado College) .... Inside Front Cover

Welcome to Rio Salado College .................. 16
Who to Contact .............................................5
Withdraw ....................................................41, 333
  Withdrawal from Specific Courses ..........333
  Complete Withdrawal from College ........333
  Withdrawal of Financial Aid Students ......334
  Faculty Withdrawal Procedures .............334
Workforce Development and Community
  Re-Entry Program ......................................213
Workplace Violence Prevention ...................354
  Purpose ...............................................354
  Policy ...............................................354
  Prohibited Behavior ............................354
  Future Violence ...................................354

You Have The Whole College Supporting You .. 31

Use of College Grounds by Non-MCCCD-
  Affiliated Users ......................................351
<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rio Salado College</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Headquarters</td>
<td>2323 W. 14th Street, Tempe, AZ 85281</td>
<td>480-517-8000 or 1-800-729-1197</td>
</tr>
<tr>
<td></td>
<td>(west of 52nd Street between University &amp; Broadway)</td>
<td></td>
</tr>
<tr>
<td>RSC Avondale</td>
<td>420 N. Central Avenue, Avondale, AZ 85323</td>
<td>480-377-4400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CBP (ABE/ASE/HSC/ELAA) classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center &amp; Computer lab</td>
<td></td>
</tr>
<tr>
<td>RSC Downtown</td>
<td>619 N. 7th Avenue, Phoenix, AZ 85007</td>
<td>480-377-4050</td>
</tr>
<tr>
<td></td>
<td>(south of I-10 on 7th Ave.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CBP (ABE/ASE/HSC/ELAA) classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer lab</td>
<td></td>
</tr>
<tr>
<td>RSC Incarcerated Re-Entry</td>
<td>Lewis 623-386-6160 ex. 4805</td>
<td>480-517-8345</td>
</tr>
<tr>
<td></td>
<td>Perryville 480-377-4350</td>
<td></td>
</tr>
<tr>
<td>RSC Lifelong Learning Center</td>
<td>12535 Smokey Drive, Surprise, AZ 85378</td>
<td>480-377-4250</td>
</tr>
<tr>
<td></td>
<td>(south of Bell Road)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CBP (ABE/ASE/HSC/ELAA) classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• RISE Learning for Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer lab</td>
<td></td>
</tr>
<tr>
<td>RSC Luke AFB</td>
<td>56th Mission Support Center, Room 3138, Glendale, AZ 85309</td>
<td>480-377-4010</td>
</tr>
<tr>
<td></td>
<td>(two blocks north of Glendale Avenue on Luke Air Force Base)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Restricted access</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center</td>
<td></td>
</tr>
<tr>
<td>RSC Northern</td>
<td>1715 W. Northern Avenue, Phoenix, AZ 85021</td>
<td>480-377-4200</td>
</tr>
<tr>
<td></td>
<td>• CBP (ABE/ASE/HSC/ELAA) classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center &amp; Computer lab</td>
<td></td>
</tr>
<tr>
<td>RSC Southern</td>
<td>3320 S. Price Road, Tempe, AZ 85282</td>
<td>480-377-4150</td>
</tr>
<tr>
<td></td>
<td>• CBP (ABE/ASE/HSC/ELAA) classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center</td>
<td></td>
</tr>
<tr>
<td>RSC Thomas</td>
<td>3631 W. Thomas Road, Phoenix, AZ 85019</td>
<td>480-377-4300</td>
</tr>
<tr>
<td></td>
<td>• CBP (ABE/ASE/HSC/ELAA) classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center</td>
<td></td>
</tr>
<tr>
<td><strong>Spot 127</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KJZZ’s Youth Media Center</td>
<td>480-774-8350</td>
</tr>
<tr>
<td></td>
<td>3701 W. Thomas Rd., Phoenix, AZ 85019</td>
<td></td>
</tr>
<tr>
<td><strong>East Valley Veterans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.evvec.org">www.evvec.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>480-384-9850</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3320 S. Price Road, Tempe, AZ 85282</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One stop resource for veterans and their families</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hosted by Rio Salado College</td>
<td></td>
</tr>
<tr>
<td><strong>Communiversity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surprise</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.azcommuniversity.com">www.azcommuniversity.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>480-384-9000 or 866-330-6892</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15950 N. Civic Center Plaza, Surprise, AZ 85374</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Certificates through master’s degrees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hosted by Rio Salado College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center</td>
<td></td>
</tr>
<tr>
<td><strong>Communiversity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Queen Creek</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.azcommuniversity.com">www.azcommuniversity.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>480-384-9000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21740 S. Ellsworth Road, Queen Creek, AZ 85142</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Certificates through master’s degrees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hosted by Rio Salado College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Testing Center</td>
<td></td>
</tr>
</tbody>
</table>

ABE - Adult Basic Education  
ASE - Adult Secondary Education  
CBP - College Bridge Pathways  
HSE - General Educational Development (high school diploma equivalency)  
ELAA - English Language Acquisition for Adults  

For the most current list visit  
www.riosalado.edu/locations.
Rio Salado College Locations

- Rio Salado College - RSC
- Administrative Headquarters
  2323 W. 14th Street
  Tempe, AZ 85281
  480-517-8000 or 1-800-729-1197
- RSC Dental Clinic
- 2 RSC Downtown
- 3 RSC Avondale
- 4 RSC Luke Air Force Base (LAFB)
- 5 RSC Northern
- 6 RSC Lifelong Learning Center
- 7 RSC Thomas
- 8 SPOT 127
- 9 RSC Southern
- 10 East Valley Veterans Education Center
- 11 Communiversity at Surprise
- 12 Communiversity at Queen Creek

For the most current information, visit: www.riosalado.edu/locations.